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ABSTRACT

There has been speculation that the 26 percent decline in Seattle Public School enrollment since 1970 is partially due to increasing enrollment in nonpublic schools. This study attempted to determine whether there has been an increasing trend toward nonpublic school enrollment in Seattle and what reasons parents give for transferring their children from the public schools. An analysis of available data on enrollment trends in Seattle public and nonpublic schools and on transfers from public to nonpublic schools for the years 1970-76 was made. In addition, survey questionnaires were sent to the parents of all Seattle students who transferred to nonpublic schools between July 1975 and April 1977. Findings of the study were inconclusive regarding net out-migration of students to nonpublic schools, but showed that while public school enrollment has dropped, nonpublic school enrollment has increased. Transfer rates were highest from the Garfield and Roosevelt school attendance areas, and the rate of transfers by white students was higher than the percentage of white students in the public schools. About half of the responding parents indicated that dissatisfaction with the Seattle Public Schools was the reason for their child's transfer to a nonpublic school. (JG)

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OUT-MIGRATION OF STUDENTS FROM SEATTLE PUBLIC SCHOOLS TO NON-PUBLIC SCHOOLS

REPORT NO. 77-21

JULY 1977

SUSANN SHEPHARD

Department of
Management Information Services

SEATTLE
PUBLIC
SCHOOLS

EA 009 932

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OUT-MIGRATION OF STUDENTS FROM SEATTLE PUBLIC SCHOOLS TO NON-PUBLIC SCHOOLS

REPORT NO. 77-21
JULY 1977

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EXECUTIVE SUMMARY

Speculation that the continuing decline of Seattle Public School enrollment is partially due to increasing enrollment in non-public schools led to the present study. The study attempted to answer two questions:

1. Has there been an increasing trend of Seattle students enrolling in non-public schools?

2. What reasons do parents give for their decision to transfer their children from Seattle Public Schools?

Following are the findings from an analysis of available data and a survey of parents whose children left Seattle Public Schools to attend a non-public school between July 1975 and April 1977.

1. There does not appear to be an increasing trend during the 1970-1976 period in numbers of students reported transferring to non-public schools from Seattle Public Schools.

   No conclusion about net loss of students from Seattle Public Schools to non-public schools can be drawn, due to lack of data on in-migration of students from non-public schools.

2. While Seattle School District enrollment has been steadily dropping, Seattle non-public school enrollment has recently reversed its downward trend and has experienced increases in total population for the last two years.

3. The rate of reported transfers from schools in the Roosevelt and particularly the Garfield attendance areas has been significantly higher than the rates in other areas of the city.

4. The percentage of reported transfers by White students has been higher than the percentages of White students enrolled in Seattle Public Schools between 1970 and 1976. However, in recent years the rate of reported transfers by minority students has grown.

5. The survey of parents revealed that reasons expressing dissatisfaction with Seattle Public Schools were the explanations for a child's transfer given by slightly more than half of the parents. A smaller number indicated that their decision expressed a preference for religious training, for a special program or for non-public education. The remaining parents gave a variety of other reasons.

6. A number of problems in Seattle Public Schools were perceived by respondents in the parent survey: 1) low academic standards, 2) lack of challenge and/or assistance to students in learning, 3) lack of discipline, 4) failure to provide for mastery of basic skills, 5) failure to provide moral training, and 6) decline in the quality of teachers.

Recommendations

1. In order to keep account of the net effect of in- and out-migration of students from the Seattle Public Schools, data should be kept on the origin of students transferring into Seattle Public Schools. This could be achieved by establishing a code for new registrations similar to the Release Reason code used for student files.

2. Half of the parents responding to this study expressed dissatisfaction with the schools as an important reason for withdrawing their children from Seattle Public Schools. It would be important to learn whether the general population of Seattle parents shared that dissatisfaction. To this end, a study should be undertaken to identify problems perceived by parents generally, and to determine the level of parental satisfaction with the manner in which schools respond to these problems.

3. Both Seattle School District Administration and the Seattle Teachers' Association should examine the claim of some parents responding to the survey that the quality of Seattle Public School teaching has declined.

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INTRODUCTION

Seattle Public School enrollment has declined by almost 26% since 1970. In 1975 the Seattle Office of Policy Planning reported on the declining school-age population of Seattle and attributed that decline not only to a lower birth rate, but also to out-migration of families from the city.[1] It is not possible with existing data to detail the effect of the lower birth rate or out-migration from Seattle on Seattle Public School enrollment.[2] Nor is it possible at present to determine what part of the school enrollment decline is not due to a declining school-age population. Speculation has arisen, however, that an increased level of non-public school enrollment is contributing to the loss of students from Seattle Public Schools.

Concern has been expressed that more parents are initially enrolling their children in non-public schools than previously, and that increasing numbers are transferring their children out of Seattle Public Schools into non-public schools in and around the city of Seattle. Some people in the Seattle community have suggested that White middle class families wanting to avoid busing or racially mixed schools are placing their children in non-public schools. Others have stated that parents are dissatisfied with the quality of education in Seattle Public Schools and are transferring their children to other schools for this reason.

Speculation about trends in parental decisions to enroll children in non-public schools, and about possible reasons for these decisions led to the present study.

PURPOSE OF THE STUDY

Data for assessing whether Seattle Public Schools were in fact losing students to non-public schools were not readily available. The present study had for its purpose to gather and analyze data pertaining to trends in parental decisions to enroll their children in non-public rather than public schools.

Specifically, it had two overall goals:

1. to determine whether there has been an increasing trend to enroll Seattle students in non-public schools, and

2. to find out reasons parents stated for their decision to transfer their children from Seattle Public Schools to non-public schools.

Enrollment trends, including racial distribution, were investigated in Seattle schools, both public and non-public. An attempt was made to determine whether problems in the public schools were among the reasons parents gave for the decision to transfer their youngsters to non-public schools. Finally, the study examined the bearing of grade level, year of transfer, type of non-public school chosen, area of the city, race and income on the decision to transfer to a non-public school.

RESEARCH PROCEDURES

This study consisted of two parts. First, an analysis of available data was made. Following this, a questionnaire was mailed to parents of students who had transferred recently from Seattle Public Schools to non-public schools to learn their reasons for the transfer.

Analysis of Data on Enrollment Trends in Seattle Public and Non-Public Schools

No data were found showing specific numbers of school-age youth residing in Seattle who are enrolled in non-public schools. It is difficult to estimate the numbers in this group in any given year because some are enrolled in schools outside Seattle, while others attend Seattle non-public schools whose enrollments include students from outside the city limits.

In an attempt to discover whether there is an increasing trend of Seattle parents to enroll students in non-public schools, the study focused on enrollment patterns in Seattle Public Schools and Seattle non-public schools. No attempt was made to estimate the numbers of students residing in Seattle who have been enrolled in non-public schools outside Seattle. However, north, south, and east of Seattle there are schools attracting Seattle students: e.g., Forest Ridge, Kennedy High School, King's Garden Schools, King's Temple, The Little School, Overlake School, and Seattle Christian School.[3]

In the section that follows, tables show the enrollment trends in Seattle Public and non-public schools for the years 1970 through 1976.

Enrollment trends in Seattle Public Schools. Table 1, CHANGES IN SEATTLE PUBLIC SCHOOL ENROLLMENT (K-12) 1970-1976, shows a steady enrollment decline of about 4.5% per year, or 25.9% (21,895 students) for the six year period.

Racial distribution trends in Seattle Public Schools. Table 2 presents the racial distribution of Seattle Public School regular enrollment for the period October 1970 to January 1977. (Regular enrollment does not include Special Education students.) It should be noted that changes in the ethnic categories were introduced in the 1976-77 school year, including the elimination of "Other" as a category.

Since 1970, White regular enrollment has dropped by 39.7% and Black enrollment by 3.6%. Asian regular enrollment has increased by 44.1% while regular Hispanic and American Indian enrollments have almost doubled during the same period. Some of these increases are due to changes in the coding system mentioned above, however. In the 1976-77 school year, White regular students accounted for 65.3% of Seattle Public School regular enrollment, Blacks 16.4%, Asians 10.8%, Hispanics 3.1% and American Indians 2.4%.

TABLE 1

CHANGES IN SEATTLE PUBLIC SCHOOL ENROLLMENT (K-12)
1970-1976

Year	Enrollment	Change	
		Number	Percent
1970-71	84,669	-4827	-5.4
1971-72	79,626	-5043	-6.0
1972-73	75,414	-4212	-5.3
1973-74	72,291	-3123	-4.1
1974-75	68,973	-2318	-4.5
1975-76	66,316	-2657	-3.8
1976-77	62,774	-3542	-5.3

Source: Seattle Public Schools, October Student Enrollment 1954-55 - 1976-77 (Based on Classification Reports), revised by Research Office, April 25, 1977.

Note: Totals given in Table 2 differ from the above October 1 official enrollment counts of all students. Data on ethnic background of students was not consistently available for special students, nor for the October 1 date, so only regular students are included in Table 2.

TABLE 2

CHANGES IN REGULAR STUDENT ETHNIC DISTRIBUTION[1]
FROM OCTOBER 1970 TO JANUARY 1977
SEATTLE PUBLIC SCHOOLS, Total District

	American Indian	Asian	Black	Hispanic	White	Other	BE	TOTAL
1970								
N	794	4,532	10,184	976	64,994	612		82,092
%E	1.0	5.5	12.4	1.2	79.2	0.7		100.0
1971								
N	832	4,505	10,421	890	59,318	632		76,598
%E	1.1	5.9	13.6	1.2	77.4	0.8		100.0
1972								
N	889	4,463	10,186	878	54,956	707		72,079
%E	1.2	6.2	14.1	1.2	76.2	1.0		100.0
1973								
N	1,049	4,509	10,371	895	51,322	791		68,937
%E	1.5	6.5	15.1	1.3	74.4	1.2		100.0
1974								
N	1,005	4,457	10,124	870	47,254	855	23	64,588
%E	1.6	6.9	15.7	1.4	73.1	1.3	0.0	100.0
1975[2]								
N	986	4,404	10,568	901	44,773	1,245	7	62,884
%E	1.6	7.0	16.8	1.4	71.2	2.0	0.0	100.0
1976-77[3]								
N	1,440	6,529	9,815	1,879	39,180			59,973
%E	2.4	10.8	16.4	3.1	65.3			100.0
%C	81.4	+44.1	-3.6	+92.5	-39.7			-26.9

Key: %E = Percent of Total Enrollment
%C = Percent Change Since 1970
BE = Blank Ethnic Code

[1]With the exception noted below, these numbers do not include Special Education students. The reader should note that changes in ethnic codes were made in 1976-77.

[2]This total includes 575 students that should be included in the Special Education count. However, since there is no information available as to how they are distributed over ethnic categories, the previous year's figures are reported.

[3]Data for 1976-77 were taken from the file on January 15, 1977.

Source: Seattle Public Schools, 1976-77 Racial Distribution of Students and Staff, Vol. 1, p. 8. (Revised)

Enrollment trends in Seattle non-public schools. Non-public schools cannot be spoken of as a system. For the purposes of this study, however, the term "Seattle Non-Public Schools" denotes those non-public schools within Seattle, which are listed by the Office of the State Superintendent of Public Instruction (SPI) as approved or provisionally approved by the State Board of Education.

Table 3 presents enrollment of kindergarten through twelfth grade students in non-public schools located within the city of Seattle. During the 1970-1976 period, non-public school enrollment dropped by 1,504 students or 12.0%. Between 1970 and 1974, the decline was 18.9% (2,366 students). Following 1974, non-public school enrollment began increasing; between 1974 and 1976 it rose by 8.5% or 862 students. Total Seattle non-public school enrollment was 11,037 students in October 1976.

Non-public school enrollment trends by grade level. Analysis of non-public school (K-12) enrollments by grade, displayed in Table 3a, shows that the increase in population is most significant at the kindergarten level. At every other grade there was an overall decrease between 1970 and 1976. The greatest loss was the eleventh and twelfth grades.

The declining trend appears to have ceased for grades one through three.

Grades nine and ten experienced increases for the first time in 1974 and enrollments rose for every grade level except four, five and seven in 1975. All grade enrollments except one through four fell in 1976.

Non-public school enrollment by types of schools. Non-public schools are arranged according to type in Table 4. Using the SPI's system of classification, Seattle non-public schools are grouped into nine types: Baptist, Christian, Traditional, Pacific Northwest Association of Independent Schools, Jewish, Lutheran, Montessori, Roman Catholic, and Unaffiliated. The number of schools in each classification located in Seattle is indicated, followed by the total Seattle enrollment for the classification.

The table shows that the enrollment decline in non-public schools noted above is largely accounted for by the enrollment losses of Catholic schools. Over the 1970-1976 period, the number of Catholic schools in Seattle decreased by 7 and enrollment, which was 85% of the non-public school total in 1970, fell by 21.4% (2,269 students). In 1974 the decline leveled off at 8,120 students. Then, between 1974 and 1976, Catholic school enrollment increased by 2.7%. (However, over forty percent of this growth was due to the addition of two kindergarten classes in two schools.)

By 1976 the portion of non-public school enrollment accounted for by Catholic schools had declined to 75.6%. Lutheran schools followed a similar trend in enrollment. They represented 4% of non-public school enrollment in 1976.

1970-1976 was a period of growth for Christian schools. One Christian school of 66 students was operating in 1970; there were three Christian schools with a combined total of 369 students in 1976.

The number of schools belonging to the Pacific Northwest Association of Independent Schools has changed during this period. Over the last several years (since 1972), enrollment of Independent schools has been increasing. By 1976 it reached 1,282 students - 241 more students than in 1970.

The number of unaffiliated schools and their enrollments have fluctuated considerably. Between 1975 and 1976, schools in this classification doubled in number from four to eight.

Racial distribution trends in Seattle non-public schools. Table 5, SEATTLE NON-PUBLIC SCHOOL MINORITY ENROLLMENT FOR OCTOBER 1972-1976, indicates that minority participation in non-public schools has been increasing. In 1972 there were 1,344 minority students; four years later minority enrollment had increased from 12.4% to 16.9% or 1,791 students. Appendix B contains a 1976 listing of individual Seattle non-public schools with minority enrollments.

TABLE 3

SEATTLE NON-PUBLIC SCHOOL OCTOBER ENROLLMENT (K-12)

1970-1976

Year	Enrollment	Change		Total No. Schools
		Number	Percent	
1970-71	12,541	-1443	-10.3	48
1971-72	11,366	-1175	- 9.4	41
1972-73	10,829	-537	- 4.7	40
1973-74	10,531	-298	- 2.8	40
1974-75	10,175	-356	- 3.4	42
1975-76	10,692	+517	+ 5.1	43
1976-77	11,037	+345	+ 3.2	49

Source: Superintendent of Public Instruction, Report 1636B: Individual School Reports of October Enrollments, Olympia, Washington, 1970-1976.

TABLE 3a

SEATTLE* NON-PUBLIC SCHOOL ENROLLMENT BY GRADES (P-12)

1970-1976

	1970	1971	1972	1973	1974	1975	1976	% Change 1970-1976
Pre-School	0	0	0	0	266	294	284	--
Kindergarten	223	192	172	284	255	415	402	80.3
1st	918	794	696	619	657	731	792	(13.7)
2nd	954	810	749	650	680	704	745	(21.9)
3rd	975	915	822	731	682	741	750	(23.1)
4th	1,066	973	897	810	786	767	872	(18.2)
5th	1,068	1,047	1,016	925	850	836	809	(24.2)
6th	1,186	1,112	1,042	1,052	985	996	873	(26.4)
7th	1,139	1,146	1,135	1,047	1,074	1,015	962	(15.5)
8th	1,115	1,139	1,067	1,062	1,015	1,045	929	(16.7)
9th	1,084	893	953	951	936	1,033	968	(10.7)
10th	981	827	822	780	798	912	874	(10.9)
11th	944	771	765	715	757	791	720	(23.7)
12th	923	795	731	694	668	722	646	(30.0)

*Includes Burien Seventh Day Adventist enrollment

Source: Superintendent of Public Instruction, Report 1636B: Individual School Reports of October Enrollments, Olympia, Washington, 1970-1976.

TABLE 4

SEATTLE NON-PUBLIC SCHOOLS CLASSIFIED ACCORDING TO TYPE

NUMBERS OF SCHOOLS/ENROLLMENT (K-12)

1970-1976

Year	Total		Catholic		Lutheran		Christian		Independent		Unaffil.		Jewish		Montessori**		Baptist	
	S	E	S	E	S	E	S	E	S	E	S	E	S	E	S	E	S	E
1970	48	12,541	34	10,610	4	462	1	66	5	1,041	3	222	1	140				
1971	41	11,366	30	9,479	3	384	1	64	3	1,200	2	101	1	138				
1972	40	10,829	28	8,970	3	347	2	192	3	1,054	2	89	1	177				
173	39	10,531	28	8,570	3	342	2	261	3	1,079	2	99	1	(180)*				
1974	42	10,175	28	8,120	3	330	2	227	3	1,099	3	122	1	184	1	25	1	68
1975	43	10,692	27	8,298	3	402	2	296	3	1,186	4	139	1	189	1	93	1	89
1976	49	11,037	27	8,341	3	445	3	369	4	1,282	8	228	1	187	1	90	1	95
Enrollment Change 1970-1976	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	1504	-12.0	-2269	-21.4	-17	-3.7	+303	+459.1	+241	+23.2	+6	+2.7	+47	+33.6				
% Non-Public School Enrollment - 1970	100.0		84.6		3.7		.5		8.3		1.8		1.1		—		—	
% Non-Public School Enrollment - 1976	100.0		75.6		4.0		3.3		11.6		2.1		1.7		.8		.9	

S = Number of schools
E = Enrollment

*Estimate
**Pre-school not included

Source: Superintendent of Public Instruction, Report 1636B, Individual School Report of October Enrollments, Olympia, Washington, 1970 - 1976.

TABLE 5

SEATTLE NON-PUBLIC SCHOOL MINORITY ENROLLMENT

OCTOBER 1972 - OCTOBER 1976

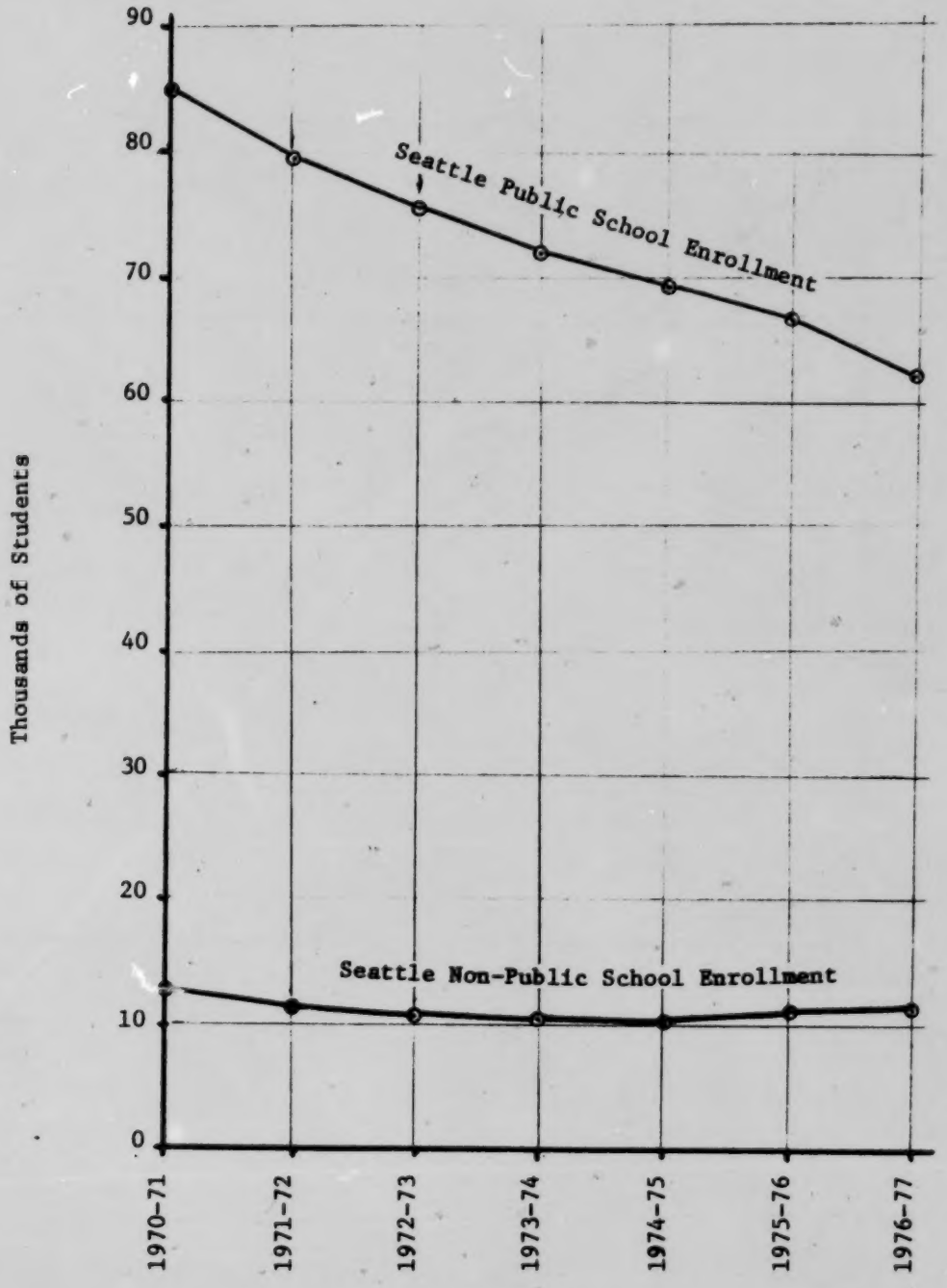
Year	Black		Asian		Hispanic		American Indian	
	Number	%	Number	%	Number	%	Number	%
1972	681	6.3	387	3.6	183	1.7	93	.9
1973	756	8.4	420	4.6	158	1.7	88	1.0
1974	714	6.9	453	4.4	189	1.8	126	1.2
1975	820	7.5	451	4.1	192	1.7	123	1.1
1976	932	8.8	565	5.3	193	1.8	101	1.0

Source: Superintendent of Public Instruction, Report 1345B: Minority Enrollment Summary, Olympia, Washington, 1972 - 1976.

Comparison of enrollment trends in Seattle Public and non-public schools. Graphs 1 and 2 summarize enrollment trends in Seattle Public and non-public schools for the 1970-1976 period. In 1970 students attending Seattle non-public schools were equivalent to 14.8% of Seattle Public School enrollment. In 1976 their number was comparable to 17.6% of the public school students. While Seattle Public Schools have been experiencing a continuous decline, the downward trend in non-public school enrollment halted after 1974 with the numbers of students increasing the last two years.

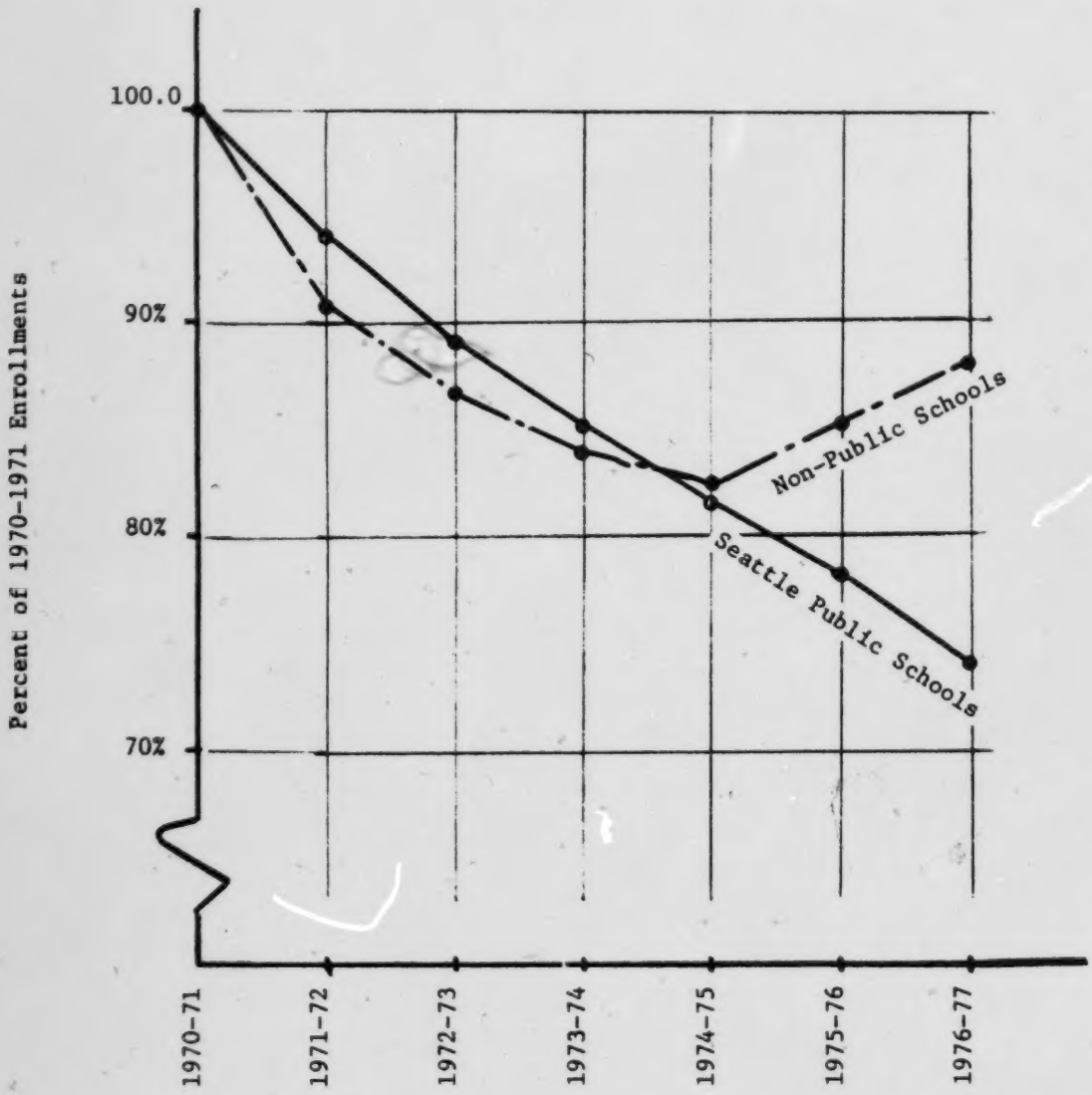
GRAPH 1

COMPARISON OF ENROLLMENT TRENDS IN
SEATTLE PUBLIC SCHOOLS AND NON-PUBLIC SCHOOLS
1970 - 1976



GRAPH 2

COMPARISON OF TOTAL ENROLLMENTS
SHOWN AS PERCENT OF 1970 BASE YEAR
SEATTLE PUBLIC AND NON-PUBLIC SCHOOLS



Analysis of Data on Transfers from Seattle Public Schools to Non-Public Schools

Transfer Frequency Reports. A source of information about movement from Seattle Public Schools to non-public schools is Transfer Frequency Reports. Drawn from Seattle Public School files, these reports provide data on transfers and terminations of attendance for various reasons. When a student withdraws from the Seattle Public Schools, his/her reason for leaving, or "Release Reason," is recorded by a code number. Release Reason 305, for instance, represents termination of attendance for "enrollment in a private or parochial school." Numbers of students reported terminating Seattle Public Schools for Release Reason 305 will hereafter be referred to as numbers of "reported transfers."

Information contained in the Transfer Frequency Reports gives some indication of the pattern of out-migration from Seattle Public Schools to non-public schools. However, the figures from these reports should be used with caution, because data from earlier years are less reliable than recent data. Moreover, some of the terminations for enrollment in non-public schools are probably never reported as such, while some of those reported may never take place. (Note Table 17 for response to survey question on whether students actually transferred.)

There are two other considerations to be kept in mind about these data. They do not reveal whether or not students are transferring to non-public schools inside Seattle, nor is there any comparable data on in-migration to Seattle Public Schools from non-public schools. So, no direct comparison of Transfer Frequency data with Seattle non-public school enrollment can be made.[4]

Trends shown by Transfer Frequency Reports. Tables 6, 7 and 8 display data on reported transfers of students from Seattle Public Schools to non-public schools. Table 6 shows that the numbers reported for these terminations have fluctuated considerably from year to year. The lowest figure was reported for the 1971-72 school year (1,390) and the highest figure is reported for the 1974-75 school year (2,259). These numbers have ranged from 1.7% to 3.3% of Seattle Public School enrollment. Terminations of students exclusive of kindergarteners are shown in the last column. These are displayed since many families intend their children to attend parochial or private schools which do not have a kindergarten and routinely enroll them in public school for one year. However, kindergarten transfers fluctuate in a pattern similar to that of the total reported transfers.

When the numbers of reported kindergarten transfers are excluded, there is less fluctuation in the yearly totals. The 1974-75 school year stands out with 2,040 reported transfers, followed by the 1972-73 school year (1,683 reported transfers.)

Reported transfers by consortia. Table 7 presents the reported transfers by consortia; i.e., typically a high school and its "feeder" schools.* The first two columns give the numbers and the percentage of total reported transfers occurring in each consortia between 1970 and 1976. The second two columns show the transfers by consortia occurring from July 1, 1975 to February 25, 1977.

*Maps showing the attendance boundaries of Seattle Public Schools are contained in Appendix D.

The reported transfers are spread fairly evenly among the consortia, except for Garfield and Roosevelt. Recently the rate of reported transfers from the Garfield area schools is approaching 20% of all transfers from Seattle Public Schools. The data suggest that Garfield's rate is increasing. The Roosevelt area reported transfers, declining somewhat since 1970, account for about 12% of the total. The Cleveland consortium has had the lowest rate of reported transfers.

Transfers by schools within consortia. Table 7a shows transfers by schools within consortia. The greatest number of transfers occurred in the 1974-75 period for all the consortia except three. For Roosevelt area schools, 1970-71 was the year of most transfers; for Franklin and Ballard schools it was the 1972-73 school year. The greatest number of transfers are reported for Eckstein, Meany-Madrona, Laurelhurst, Stevens, and Bryant Schools.

Schools with the highest rates of transfer. The numbers of transfers for 1970-1976 were compared to 1976 enrollments. Table 7b lists those schools with the hgihest rate of transfer per 1976-77 school year enrollment. Also shown are the grades at which the greatest numbers of transfers took place. Of the top twelve schools on this list, nine are elementary schools, two are middle schools and one is a junior high school.

Trends in racial distribution of reported transfers. Table 8 displays the racial distribution of the reported transfers to a non-public school. Noteworthy here is the trend toward an increasing percentage of reported transfers by minorities groups. The percentage of Black reported transfers jumped from 6.3% to 11.8% between the 1971 and 1972 school years. In 1974-75 the percentage of transfers by each of the minority groups except American Indians increased over previous years.

Comparison of trends in racial distribution of Reported Transfers and Seattle Public School Enrollment. Graph 3 illustrates the relationship between trends in the racial composition of Seattle Public Schools and the racial distribution of those reporting transfers for attendance at a non-public school. Despite the year-to-year fluctuation, the overall trend in reported transfers appears to be following a trend similar to the racial make-up of the Seattle Public Schools. In 1975-76, the percentage of reported transfers by Blacks was approaching the percentage of Blacks in the public schools. In 1974-75, the percentage of reported White transfers was less than four percentage points above White enrollment in the public schools; in 1975-76 this difference increased slightly.

TABLE 6

TRANSFERS FROM SEATTLE PUBLIC SCHOOLS
TO NON-PUBLIC SCHOOLS
1970-1976

School Year	Reported Transfers (including Kindergarten)	Reported Transfers as Percent of Public School Enrollment	Reported Transfers Exclusive of Kindergarten Students
1970-71	1,668	2.0	1,280
1971-72	1,390	1.7	1,263
1972-73	1,904	2.5	1,683
1973-74	1,459	2.0	1,234
1974-75	2,259	3.3	2,040
1975-76	1,581	2.4	1,387

Source: Seattle Public Schools, Release Summary 1970-71 - 1975-76. Data extracted on March 14, 1977.

TABLE 7

REPORTED TRANSFERS FROM SEATTLE PUBLIC SCHOOLS
TO NON-PUBLIC SCHOOLS BY CONSORTIA

	July 1, 1970 - June 30, 1976		July 1, 1975 - Feb. 25, 1977	
	N	%	N	%
Ballard	721	7.0	148	7.5
Cleveland	437	4.3	89	4.5
Franklin	793	7.7	131	6.6
Garfield	1,592	15.5	384	19.4
Hale	772	7.5	125	6.3
Ingraham	681	6.6	134	6.8
Lincoln	712	6.9	136	6.9
Queen Anne	903	8.8	141	7.1
Rainier Beach	527	5.1	122	6.2
Roosevelt	1,472	14.4	244	12.3
Sealth	586	5.7	112	5.7
West Seattle	609	5.9	114	5.8
Other	456	4.4	95	4.8
TOTAL	10,261	99.8	1,975	99.9

Source: Seattle Public Schools, Transfer Frequency Reports 304-3002, 1970-1976. Data extracted on March 3, 4, 7, 9, 12, 14, 1977 and April 1, 1977.

TABLE 7a

REPORTED TRANSFERS OF STUDENTS FROM SEATTLE PUBLIC SCHOOLS
TO NON-PUBLIC SCHOOLS
(July 1, 1970 - June 30, 1976)

Ballard Consortium	70	71	72	73	74	75	Total
Ballard	20	33	12	5	9	13	92
Monroe	20	10	16	4	10	3	63
Whitman	10	10	22	19	18	15	94
Adams	13	4	10	6	15	10	58
Crown Hill	5	3	7	5	4	5	29
Greenwood	22	3	31	15	16	10	97
Loyal Heights	4	5	8	6	9	8	40
North Beach	3	4	12	5	13	14	51
Webster	10	5	10	4	26	16	71
West Woodland	12	4	11	14	10	13	64
Whittier	6	3	20	9	15	9	62
Totals	125	84	159	92	145	116	721

Cleveland Consortium	70	71	72	73	74	75	Total
Cleveland	1	2	10	3	4	4	24
Mercer	23	20	27	27	24	17	138
Beacon Hill	3	3	2	4	8	7	27
Concord	3	4	6	6	4	8	31
Dearborn Park	-	4	6	5	7	14	32
Kimball	4	5	11	5	10	5	40
Maple	25	10	13	11	5	5	69
Van Asselt	8	7	14	2	39	6	76
Totals	67	51	89	63	101	66	437

Franklin Consortium	70	71	72	73	74	75	Total
Franklin	7	10	23	23	34	11	108
Sharples	24	22	37	27	23	17	150
Brighton	4	7	14	6	2	7	40
Columbia	17	2	14	6	14	6	59
Graham Hill	17	8	15	5	21	18	84
Hawthorne	12	4	21	2	9	11	59
Muir	29	12	25	16	29	17	128
Whitworth	20	32	40	10	39	24	165
Totals	130	97	189	95	171	111	793

REPORTED TRANSFERS OF STUDENTS FROM SEATTLE PUBLIC SCHOOLS
TO NON-PUBLIC SCHOOLS--Continued

Garfield Consortium	70	71	72	73	74	75	Total
Garfield	23	14	28	23	26	54	168
Meany-Madrona	32	29	75	40	59	51	286
Madrona-Meany	38	9	51	52	67	26	243
Colman	4	4	7	2	4	5	26
Gatzert	10	19	16	3	17	14	79
King	3	2	29	20	24	19	97
Leschi	5	8	17	10	9	12	61
Lowell	24	3	12	9	13	20	81
McGilvra	7	2	13	14	38	47	121
Minor	5	10	6	15	8	29	73
Montlake	9	5	8	11	11	10	54
Seward	3	13	12	5	18	15	66
Stevens	55	35	34	31	46	36	237
Totals	218	153	308	235	340	338	1,592

Hale Consortium	70	71	72	73	74	75	Total
Hale	13	7	14	5	13	6	58
Addams	23	6	37	5	32	25	128
Cedar Park	4	7	7	6	8	7	39
Decatur	19	-	14	15	22	12	82
Lake City	13	7	12	8	8	9	57
Maple Leaf	15	2	15	12	21	11	76
Olympic Hills	20	24	12	12	24	12	104
Pinehurst	11	3	5	5	8	7	39
Rogers	4	2	4	11	15	8	44
Sacajawea	4	15	11	3	14	0	47
Wedgewood	25	21	16	15	14	7	98
Totals	151	94	147	97	179	104	772

Ingraham Consortium	70	71	72	73	74	75	Total
Ingraham	14	5	20	8	9	3	59
Thompson	14	10	16	8	7	11	66
Wilson	26	20	38	31	33	9	157
Broadview	19	30	9	31	24	16	129
Haller Lake	5	10	5	6	6	21	53
Northgate	12	3	4	1	9	12	41
Oak Lake	10	6	11	9	20	7	63
Olympic View	2	17	10	8	22	10	69
Viewlands	6	6	6	13	12	1	44
Totals	108	107	119	115	142	90	681

REPORTED TRANSFERS OF STUDENTS FROM SEATTLE PUBLIC SCHOOLS
TO NON-PUBLIC SCHOOLS--Continued

Lincoln Consortium	70	71	72	73	74	75	Total
Lincoln	15	13	34	40	56	24	182
Hamilton	13	7	21	18	17	15	91
Allen	11	6	21	9	20	9	76
Bagley	4	16	13	16	16	12	77
Day	14	11	20	6	21	12	84
Green Lake	3	10	10	11	16	10	60
Latona	1	1	14	8	4	13	41
McDonald	17	15	18	20	12	19	101
Totals	78	79	151	128	162	114	712

Queen Anne Consortium	70	71	72	73	74	75	Total
Queen Anne	18	33	16	23	30	11	131
Blaine	14	5	23	20	16	30	108
McClure	7	56	28	53	48	6	198
Briarcliff	22	12	11	5	15	2	67
Coe	4	16	21	19	18	15	93
Hay	3	8	15	12	13	10	61
Lawton	4	4	4	5	6	9	32
Magnolia	22	23	16	17	19	17	114
N. Queen Anne	6	4	11	3	5	4	33
W. Queen Anne	16	12	9	6	11	12	66
Totals	116	173	154	163	181	116	903

Rainier Beach Consortium	70	71	72	73	74	75	Total
Rainier Beach	14	16	22	12	12	13	89
South Shore	4	15	14	8	63	30	134
Dunlap	12	13	10	4	18	13	70
Emerson	17	16	24	22	41	17	137
Rainier View	1	6	12	9	9	4	41
Wing Luke	7	7	8	5	19	10	56
Totals	55	73	90	60	162	87	527

REPORTED TRANSFERS OF STUDENTS FROM SEATTLE PUBLIC SCHOOLS
TO NON-PUBLIC SCHOOLS--Continued

Roosevelt Consortium	70	71	72	73	74	75	Total
Roosevelt	23	21	24	23	20	14	125
Eckstein	74	72	69	41	43	33	332
Bryant	41	58	22	30	31	20	202
Fairview	22	23	14	35	28	5	127
Laurelhurst	27	27	26	45	67	50	242
Ravenna	13	19	19	0	13	10	74
Sand Point	33	11	10	4	20	13	91
University Heights	13	16	23	5	19	3	79
View Ridge	40	23	32	21	23	20	159
Roosevelt Middle	14	7	12	3	5	-	41
Totals	300	277	251	207	269	168	1,472

Sealth Consortium	70	71	72	73	74	75	Total
Sealth	17	4	7	3	7	11	49
Denny	13	4	14	7	21	12	71
Boren	12	5	10	2	11	5	45
Arbor Heights	12	7	8	5	3	4	39
Cooper	6	2	7	5	1	6	27
Fairmount Park	8	5	7	9	17	5	51
Fauntleroy	10	8	18	4	12	7	59
Highland Park	11	2	6	5	14	10	48
High Point	22	3	3	5	11	5	49
Hughes	15	15	4	5	19	13	71
Roxhill	4	2	12	0	12	8	38
Sanislo	4	1	7	2	12	13	39
Totals	134	58	103	52	140	99	586

West Seattle Consortium	70	71	72	73	74	75	Total
West Seattle	9	3	13	14	9	7	55
Madison	4	6	15	13	23	23	84
Alki	5	7	3	5	2	5	27
Gatewood	4	13	13	8	10	4	52
Genesee Hill	12	8	9	9	11	7	56
Jefferson	19	14	15	2	86	30	166
Lafayette	42	23	24	21	21	17	148
Schmitz Park	10	6	1	2	0	2	21
Totals	105	80	93	74	162	95	609

Source: Seattle Public Schools, Transfer Frequency Reports 30A-3002, 1970-1976. Data extracted March 3, 4, 7, 9, 12, 14 and April 1, 1977.

TABLE 7b

SCHOOLS WITH HIGHEST RATES OF REPORTED TRANSFERS
TO NON-PUBLIC SCHOOLS
1970-1976

School	Average Annual Transfer Rate* 1970-1976	Grades at Which Largest Numbers of Transfers Occurred
ELEMENTARY		
Laurelhurst	11.0	5
McGilvra	10.9	1,4
Fairview	9.9	1,5
Bryant	9.3	1,5
Stevens	9.3	1,K
Jefferson	8.5	1,5
View Ridge	6.8	5
Emerson	6.7	1
Whitworth	5.0	1
Olympic Hills	4.8	1,2
Magnolia	4.5	K,1
Lafayette	4.2	K,1
Broadview	3.9	1,K
Muir	3.8	1
MIDDLE		
Meany	5.9	8
Eckstein	5.5	8
Madrona	4.7	6
Wilson	4.4	8
South Shore	2.5	8
JUNIOR HIGH		
McClure	5.5	9
Blaine	3.6	9
Sharples	3.0	9
Mercer	1.8	9
SENIOR HIGH		
Garfield	2.1	9
Lincoln	2.1	12
Queen Anne	1.8	12

*The average annual transfer rate was calculated as follows. The average annual number of transfers was found by dividing the total number of transfers (1970-1976) by six. The average annual number of transfers was divided by the 1976 school enrollment, to produce the average annual transfer rate listed in the table.

TABLE 8

REPORTED TRANSFERS OF STUDENTS FROM SEATTLE PUBLIC SCHOOLS
TO NON-PUBLIC SCHOOLS BY ETHNIC GROUP

1970-1976

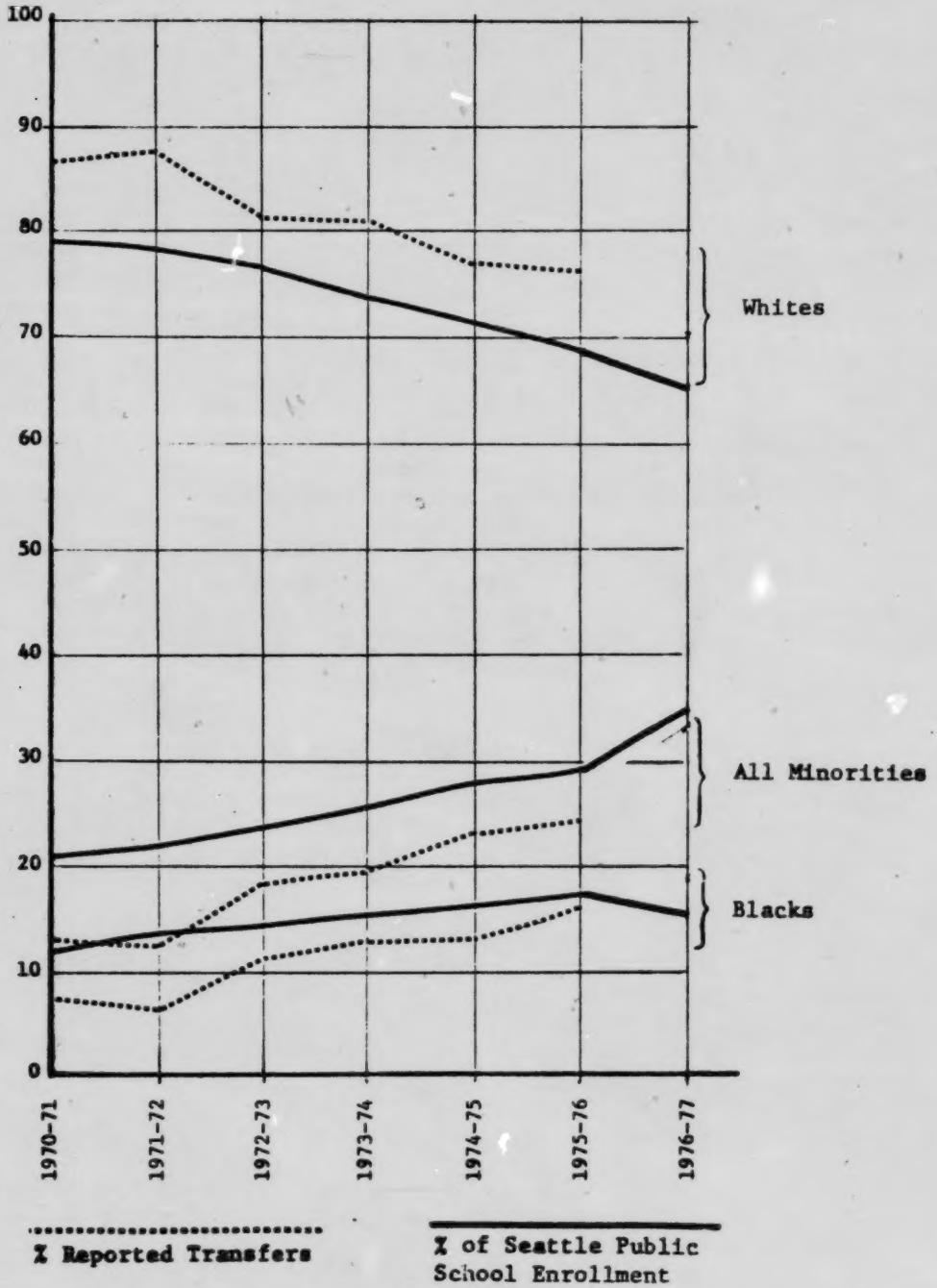
School Year	American Indian		Asian		Black		Hispanic		White		Other	
	N	%	N	%	N	%	N	%	N	%	N	%
1970-71	20	1.2	48	2.9	124	7.4	21	1.3	1,446	86.7	9	0.5
1971-72	26	1.9	35	2.5	88	6.3	25	1.8	1,206	86.8	10	0.7
1972-73	26	1.4	63	3.3	225	11.8	34	1.8	1,549	81.4	7	0.4
1973-74	14	1.0	43	2.9	182	12.5	25	1.7	1,180	80.9	15	1.0
1974-75	41	1.8	98	4.3	291	12.9	58	2.6	1,736	76.9	34	1.5
1975-76	18	1.2	63	4.0	247	15.6	21	1.3	1,207	76.3	26	1.6

Source: Seattle Public Schools, Report 30A-3002, Student Transfer Frequency Report, April 5, 1977.

Note: The percentages of Seattle Public School regular enrollment accounted for by each of the above groups in 1976-77 were as follows: American Indian 2.4% Asian 10.8%, Black 16.4%, Hispanic 3.1%, White 65.3%.

GRAPH 3

COMPARISON OF THE RACIAL DISTRIBUTION OF REPORTED TRANSFERS* AND SEATTLE PUBLIC SCHOOL ENROLLMENT 1970 - 1976



*"Reported Transfers" -- the number of students leaving the Seattle Public Schools to enroll in non-public schools.

Questionnaire Surveying Parents of Students Reported to Have Transferred to Non-Public Schools

The Questionnaire. The second question addressed by this study was: "What reasons do parents give for their decision to withdraw their children from Seattle Public Schools and enroll them in non-public schools?" A questionnaire was designed asking parents to respond to nineteen suggested reasons for transferring students and inviting them to add their own comments. It also requested information on the age and ethnic background of the student, the year of the transfer, the last public school attended, the non-public school transferred to, the school currently attended by the student, and family income.

The Sample. The questionnaires were intended for the parents of students whose Seattle Public School records indicated a termination of attendance to enroll in a private or parochial school between July 1, 1975 and April 15, 1977. Close to two thousand students were reported to have transferred by February 25, 1977 of this period.

One thousand forty-five questionnaires were mailed. Parents of all students listed as transferring to a non-public school between July 1975 and April 15, 1977 were included except those with a child who transferred from kindergarten. Only one questionnaire was sent to families with more than one child who transferred; parents of these families were asked to respond to the questions in terms of the child whose name appeared on the envelope bearing the questionnaire. (Selection of the children in these families was made on an alphabetical basis.)

The Time of the Survey. The questionnaires were mailed on April 28, 1977. Respondents were asked to mail completed questionnaires to Seattle Public Schools by May 14. A week after the original mailing, a reminder was sent to all who were mailed questionnaires. Returned questionnaires were accepted until May 25, 1977.

The Returns. Four hundred seventy-six questionnaires were returned by May 25, 1977, about a 46% return. Forty-nine undelivered questionnaires were returned by the Post Office.

Of the 476 questionnaires returned, 23 represented students who did not actually transfer and three were not included in the data counts due to improper coding. The remaining 450 respondents indicated that a transfer to a non-public school actually took place. Table 9 summarizes this data.

The distribution of the returned questionnaires among high school attendance areas was roughly comparable to the distribution of reported transfers among consortia for the July 1975 to February 1977 period. Returns from Hale, Queen Anne and Roosevelt were somewhat higher than expected, while returns from the

Franklin, Lincoln and Rainier Beach areas were low, in view of the Transfer Frequency data.

The response from Black families was lower than expected. Five percent of the questionnaires represented Black students. Over 15% of the transfers reported by the Transfer Frequency Report for the 1975-76 school year were by Black students.

TABLE 9

NUMBER OF RESPONDENTS INDICATING THEIR CHILDREN ACTUALLY TRANSFERRED TO A NON-PUBLIC SCHOOL

	n	%
Yes	450	94.5
No	23	4.8
Miscoded	1	0.2
Missing Information	2	0.4
	476	100.0

RESPONSE TO THE QUESTIONNAIRE

Description of the Respondents

High school attendance area transferred from. Tables 10 through 18 summarize the information about the transfer students described by the questionnaires. Appendix C contains tables with additional background information about respondents: i.e., the public schools transferred from and the non-public schools attended. In Table 10 these students are grouped by the high school attendance area from which they transferred. The largest numbers of returns were from parents of students who had attended Garfield and Roosevelt area schools. Fewer questionnaires were returned from the Rainier Beach (3.3%) and Franklin (3.1%) areas. According to the Transfer Frequency Report, the Lincoln area is also somewhat under-represented in the survey (4.2%). (See Table 7.)

Age of students at time of transfer. Table 11 shows the ages of the students at the time of the transfer. Apart from the five year old group, which was small because of the sample selection process, the fewest transfers took place at ages 16 and 17. The largest number of transfers took place at ages 6, 8, 14 and 13 (most likely at grades 1, 3, 9 and 8). Table 12 displays the educational level of the public schools from which students transferred. Fifty-five percent of the transfers were reported from elementary schools, 29.6% were from junior and middle schools, and 11.4% from senior high schools. In comparison, 47.8% of all current Seattle Public Schools students are enrolled in elementary schools, 24.1% in junior and middle schools, and 28.1% in senior high schools.

Year of transfer. The years in which students began attending non-public schools are represented by Table 13. Seventy-one percent of the students described by the questionnaires (318) began attending the non-public schools in the 1976-77 school year, while 23% began during the 1975-76 school year.

Ethnic background of transfer students. Table 14 displays the ethnic background of the transfer students of the survey. Eighty-five percent of the questionnaires concerned White students and 11% minority students. The background of the remaining students was not identified.

White students were reported to be 76.3% of students transferring to non-public schools in the 1975-76 school year; minority students were 23.7% of the total. (See Table 8.)

TABLE 10

AREAS OF PUBLIC SCHOOLS LAST ATTENDED

Area	Number	Percent
Ballard	38	8.4
Cleveland	17	3.8
Franklin	14	3.1
Garfield	93	20.7
Hale	38	8.4
Ingraham	35	7.8
Lincoln	19	4.2
Queen Anne	44	9.8
Rainier Beach	15	3.3
Roosevelt	67	14.9
Sealth	23	5.1
West Seattle	33	7.3
Unidentified	14	3.1
	450	100.0

TABLE 11

AGES OF STUDENTS AT TRANSFER

Age	Number	Percent
5	12	2.7
6	61	13.6
7	38	8.4
8	51	11.3
9	34	7.6
10	35	7.8
11	27	6.0
12	39	8.7
13	47	10.4
14	51	11.3
15	27	6.0
16	19	4.2
17	9	2.0
TOTAL	450	100.0

TABLE 12

EDUCATIONAL LEVELS OF STUDENTS

Level	Percent
Elementary	55.0
Middle/ Junior High	29.6
Senior High	11.4

TABLE 13

YEARS STUDENTS BEGAN ATTENDING
NON-PUBLIC SCHOOLS

Year	Number	Percent
Pre-1974	2	0.4
1974-75	20	4.4
1975-76	104	23.1
1976-77	318	70.7
1977-78	1	0.2
Unidentified	5	1.1
TOTAL	450	100.0

TABLE 14

ETHNIC BACKGROUND
OF STUDENTS

Group	Number	Percent
American Indian	4	0.9
Asian	20	4.4
Black	23	5.1
Hispanic	3	0.7
White	383	85.1
Other	1	0.2
Unidentified	16	3.6
TOTAL	450	100.0

Income of the respondents. The annual income of the respondents' households is presented in Table 15. Only 370 of the 450 respondents indicated their income range; 22 stated they did not know what it was. Of the 370 giving their income, 58.7% reported it was above $20,000.

Non-public schools to which students transferred. Tables 16 and 17 provide information about the non-public schools to which the students transferred. The types of schools are presented in Table 16. The largest number of questionnaires referred to students transferring to Catholic, Independent, and Christian Traditional schools, (44%, 22% and 11% of the returns respectively). In view of corresponding percentages of non-public school enrollment, the percentage representing transfers to Catholic schools is lower than expected, while percentages for Independent and the Christian Traditional schools are somewhat higher. (See Table 4.)

Table 17 shows that 18.2% or more of the students in this study transferred to schools outside Seattle.

Type of school currently attended by transfer students. In order to learn whether some of the students transferring to non-public schools return to Seattle Public Schools within a short period of the transfer, the questionnaire asked what school the student was currently attending. Table 18 gives the response to this question. Only two students were reported to have returned to Seattle Public Schools. Almost 90% were still enrolled in the school to which they transferred.

The percentage of those stating that the student was currently attending a public school outside of Seattle is higher than expected, when compared with Transfer Frequency Reports. It is possible that some of the respondents were confused by wording of the first option for answering the question about the current school--"1) the school mentioned in question 4"--and wrote "4" which was the code for "a public school outside Seattle." (See questionnaire in Appendix A.)

TABLE 15

ANNUAL HOUSEHOLD INCOME

Annual Income	Number	Percent
$0- $4,999	5	1.1
$5,000- $9,999	22	4.9
$10,000-$14,999	57	12.7
$15,000-$19,999	69	15.3
$20,000-$24,999	64	14.2
$25,000-$49,999	105	23.3
$50,000 or more	48	10.7
Don't Know	22	4.9
Unidentified	58	12.9
TOTAL	450	100.0

TABLE 16

TYPES OF NON-PUBLIC SCHOOLS ATTENDED

School Type	Number	Percent
Baptist	3	0.7
Christian Accelerated	5	1.1
Christian Traditional	48	10.7
Episcopal	1	0.2
Independent	99	22.0
Lutheran	38	8.4
Montessori	2	0.4
Roman Catholic	198	44.0
Unaffiliated	19	4.2
Various	37	8.2
TOTAL	450	100.0

TABLE 17

LOCATION OF SCHOOLS TRANSFERRED TO

Location	Number	Percent
Inside Seattle	341	75.8
Outside Seattle	82	18.2
Unidentified	27	6.0
TOTAL	450	100.0

TABLE 18

SCHOOLS CURRENTLY ATTENDED BY STUDENTS

Current School	Number	Percent
Same Non-Public School	404	89.8
Another Non-Public School	14	3.1
Seattle Public School	2	0.4
Public School Outside Seattle	20	4.4
Not In School	5	1.1
Unidentified	5	1.1
TOTAL	450	100.0

Survey Results: Reasons Parents Gave For Transferring Students To Non-Public Schools

Information about parents' reasons for transferring a child from Seattle Public Schools to a non-public school was gathered in three ways by the questionnaire. It asked parents to rate individually the influence of nineteen possible reasons for transfer on their decision. (They were also provided space to add other reasons.) Following this, they were requested to indicate which of these reasons were their first, second, or third most important reasons for transfer. Finally, they were invited to add comments at the end of the questionnaire.

Results of the parents' responses will be presented in three parts. The first part summarizes the influence ratings and the most important reasons for transfer. Responses of various subgroups are compared in the second part and the third part summarizes the written comments of the respondents.

Parents' ratings of nineteen possible reasons for transfer. Table 19 reveals that the following factors were considered very influential in the decisions of about 50% of the parents:

> Teachers not providing child with enough challenge and/or assistance in learning (235)
>
> Lack of discipline in the school (219)
>
> Dissatisfaction with curriculum and teaching methods (218).

Over 70% of the parents said each of the above reasons was either "very influential" or "somewhat influential" in their decision to transfer their child. "Low academic standards" was also cited by over 70% of the respondents as either "very influential" or "somewhat influential" in the transfer.

Other factors considered "very influential" by sizable groups of parents were "desire for religious/moral values and training" (185), "behavior of other students" (172), "school personnel not listening to our concerns" (109), and "attraction to a special program not offered by the public schools" (106). Almost 20% of the respondents (87) said that a long-standing preference for private or parochial education was very "influential" in the transfer.

When the numbers of "very influential" and "somewhat influential" ratings were combined, sixty-two percent cited the behavior of other students in the school. Nearly 50% indicated that "cutbacks in the school program after the 1975 levy failure" had some bearing on their decision. Over forty percent cited "school personnel not listening to our concerns."

Twenty-three percent of the respondents reported that concern about busing had some influence on their enrolling a youngster in a non-public school. (Only twelve percent said it was "very influential" in their decision.)

"Bad experiences with other children" (28%) and "unsafe conditions in the school" (24%) were other influences cited. "Attraction to a non-public school program or method" was referred to by over 30% of the respondents.

TABLE 19

PARENTS' RATINGS OF FACTORS INFLUENCING TRANSFER DECISION
n=450

	Very Influential		Somewhat or Very Influential	
	N	%	N	%
A. Cutbacks in the school program after 1975 levy failure	87	19.3	220	48.9
B. Low academic standards in the school	196	43.6	320	71.1
C. Lack of discipline in the school	219	48.7	321	71.3
D. Child having bad experiences with teacher(s)	64	14.2	119	26.4
E. School personnel not listening to our concerns	109	24.2	197	43.8
F. Teachers not providing child with enough challenge and/or assistance in learning	235	52.2	321	71.3
G. Concern that child would be bused to a school outside our neighborhood	54	12.0	103	22.9
H. Teachers prejudiced against minority students	8	1.8	14	3.1
I. Too many minorities in the school	16	3.6	51	11.3
J. Child having bad experiences with other students in the school	62	13.8	126	28.0
K. Other parents transferring their children to non-public schools	3	0.7	43	9.6
L. Concern for child's safety between home and school	34	7.6	83	18.4
M. Unsafe conditions in the school	42	9.3	110	24.4
N. Attraction to a special				

teaching method not offered in public school (e.g., Montessori)	88	19.6	153	34.0
O. Long-standing preference for private or parochial education	87	19.3	149	33.1
P. Desire for religious/moral values and training	185	41.1	262	58.2
Q. Behavior of students in the school (e.g., fighting, bad language, use of drugs, etc.)	172	38.2	279	62.0
R. Dissatisfaction with curriculum and teaching methods	218	48.4	335	74.4
S. Attraction to a special program not offered by the public schools	106	23.6	153	34.0
Other (first)	71	15.8	78	17.3
Other (second)	45	10.0	47	10.4
Other (third)	26	5.8	27	6.0

Parents' most important reasons for transfer. When parents singled out their three most important reasons, the results were somewhat different. Necessarily, responses were more dispersed. In Table 20 the reasons parents gave are ranked according to a weighted score based on the number of times each was picked as a first, second, or third most important factor influencing the transfer decision.[5] Column A displays the score of each item. Column B shows the total number and percent of respondents marking a reason as having first, second or third importance in their decision. Columns C, D, and E show the numbers and percents of first, second and third choices individually. The top items in the ranked order of most important reasons given for transferring a student to a non-public school differ slightly from the top reasons the majority of parents rated as very influential in their decision:

Low academic standards

Not enough challenge and/or assistance in learning

Desire for religious/moral values and training

Dissatisfaction with curriculum and methods

Lack of discipline

Behavior of other students

Attraction to a special program not offered by the public schools

Cutbacks in the school program after the 1975 levy failure.

Four of the top eight reasons parents gave as the most important reasons for transfer are directly concerned with the educational process, content, or outcomes--i.e., academic standards, lack of challenge, dissatisfaction with curriculum and methods, and program cuts after the levy failure. These four categories, plus the related reasons parents wrote in, accounted for more than 47% of parental response to the question on the most important reason for transfer. Study of attractions to non-public school programs specified by respondents revealed that about half of those who gave as their most important reason "attraction to a special program..." were expressing the same concerns about quality of education. Written comments suggested this was also true for some parents who marked "attraction to a special teaching method..."

Almost 30% of the parents (128) stated that "desire for religious/moral values and training" was one of the three most crucial factors in their decision to transfer their child. A much smaller group (48) stated that a "long-standing preference for private or parochial education" was one of their primary reasons.

"School personnel not listening..." was an important factor for 41 parents and a "child having bad experiences with teacher(s)" was a determining factor for 27 parents.

Twenty-nine parents stated that concern that their child would be bused to a school outside their neighborhood was one of their three chief reasons for transferring their child to a non-public school. Only ten of these said it

was their most important reason.

Thirty-one parents gave the reason "child having bad experiences with other students in the school" as one of their most important reasons for transfer. A very small group gave concerns about safety as one of the deciding factors for their decision. "Too many minorities in the school" was given by 2% of the respondents.

TABLE 20

RANK ORDER OF MOST IMPORTANT REASONS GIVEN FOR TRANSFERRING STUDENT TO NON-PUBLIC SCHOOL
n=450

Reason	A Weighted Score (A=3C+2D+E)	B Respondents Indicating 1st, 2nd, or 3rd reason		C Indicating 1st		D Indicating 2nd		E Indicating 3rd	
		N	%	N	%	N	%	N	%
Low academic standards in the school	325	142	31.6	73	16.2	37	8.2	32	7.1
Teachers not providing child with enough challenge and/or assistance in learning	297	146	32.4	49	10.9	53	11.8	44	9.8
Desire for religious/moral values and training	283	128	28.4	63	14.0	29	6.4	36	8.0
Dissatisfaction with curriculum and teaching methods	248	130	28.9	34	7.6	50	11.1	46	10.2
Lack of discipline in the school	240	126	28.0	30	6.7	54	12.0	42	9.3
Behavior of students in the school (e.g., fighting, bad language, use of drugs, etc.)	202	100	22.2	36	8.0	30	6.7	34	7.6
Attraction to a special program not offered by the public schools	125	63	14.0	23	5.1	16	3.6	24	5.3
Cutbacks in the school program after 1975 levy failure	106	52	11.6	19	4.2	16	3.6	17	3.8
Long-standing preference for private or parochial school	93	48	10.7	10	2.2	25	5.6	13	2.9
School personnel not listening to our concerns	74	41	9.1	9	2.0	15	3.3	17	3.8
Child having bad experiences with teacher(s)	62	27	6.0	14	3.1	7	1.6	6	1.3
Attraction to a special teaching method not offered in public school (e.g., Montessori)	58	32	7.1	6	1.3	14	3.1	12	2.7
Concern that child would be bused to a school outside our neighborhood	57	29	6.4	10	2.2	8	1.8	11	2.4
Child having bad experiences with other students in the school	55	31	6.9	6	1.3	12	2.7	13	2.9
Unsafe conditions in the school	21	14	3.1	0	0.0	4	0.9	7	1.6
Concern for child's safety between home and school	15	9	2.0	1	0.2	4	0.9	4	0.9
Too many minorities in the school	14	9	2.0	1	0.2	3	0.7	5	1.1
Other parents transferring their children to non-public schools	1	1	0.2	0	0.0	0	0.0	1	0.2
Teachers prejudiced against minority students	0	0	0.0	0	0.0	0	0.0	0	0.0
Other reasons (written-in)				48	10.6	39	8.6	38	8.3
No response				18	4.0	31	6.9	48	10.7

TABLE 21

REASONS FOR TRANSFER GIVEN AS MOST IMPORTANT
BY TYPES OF NON-PUBLIC SCHOOLS CHOSEN

n=432

Type of School	Number Responding to Question	REASONS							
		Low Standards	Lack of Discipline	Lack of Challenge/ Assistance	Religious/ Moral Values Training	Behavior of Other Students	Dissatisfaction With Curriculum	Other Reasons**	Written-in Reasons
Roman Catholic	190	30	22	21	35	13	13	35	21
Independent	94	23	3	14	0	4	11	25	14
Various	58	4	3	7	7	7	4	23	3
Christian*	52	9	1	6	18	5	2	6	5
Lutheran	38	7	1	1	3	7	4	6	5

* Includes both Traditional and Accelerated Christian schools.
** Includes the 13 remaining reasons listed by the questionnaire.

TABLE 22

REASONS FOR TRANSFER GIVEN AS MOST IMPORTANT
BY AGE OF CHILD AT TIME OF TRANSFER
n=432

Age of Child at Time of Transfer	Number Responding to Question	REASONS							
		Low Standards	Lack of Discipline	Lack of Challenge/ Assistance	Religious/ Moral Values Training	Behavior of Other Students	Dissatisfaction With Curriculum	Other Reasons*	Written-in Reasons
5	10	1	1	0	6	0	0	3	1
6	55	6	1	4	19	0	3	18	4
7	37	8	4	2	7	3	2	9	2
8	51	10	4	10	8	2	5	10	2
9	33	3	0	7	5	0	3	8	8
10	35	2	1	4	2	6	4	8	8
11	27	5	0	2	3	5	2	5	5
12	38	7	2	5	1	4	5	10	4
13	43	10	5	3	4	6	3	8	4
14	51	9	6	7	3	5	3	13	5
15	25	6	4	2	3	4	1	4	1
16	19	4	2	3	0	1	2	4	3
17	8	2	0	0	2	0	1	2	1

*Includes the 13 remaining reasons listed by the questionnaire

TABLE 23

REASONS FOR TRANSFER GIVEN AS MOST IMPORTANT
BY HIGH SCHOOL ATTENDANCE AREA
n = 432

High School Attendance Area	Number Responding to Question	REASONS							
		Low Standards	Lack of Discipline	Lack of Challenge/ Assistance	Religious Moral Values Training	Behavior of Other Students	Dissatisfaction With Curriculum	Other Reasons*	Written-in Reasons
Ballard	38	1	2	6	10	5	2	8	4
Cleveland	15	4	6	1	0	1	1	1	1
Franklin	14	4	0	1	3	1	1	3	1
Garfield	89	18	4	15	5	7	8	20	12
Hale	37	7	2	4	6	0	3	11	4
Ingraham	35	3	0	2	2	3	6	9	10
Lincoln	18	5	0	1	3	0	4	4	1
Queen Anne	41	4	2	6	12	3	1	11	2
Rainier Beach	14	1	4	1	1	5	0	2	0
Roosevelt	64	18	6	8	7	1	3	11	10
Sealth	22	2	0	2	4	5	1	7	1
W. Seattle	32	6	1	2	8	2	2	9	2
Unidentified	13	0	3	0	2	3	2	3	0

*Includes the 13 remaining reasons listed by the questionnaire.

Variations in Responses of Subgroups

Respondents were classified by area of the city, year of transfer, age of child at transfer, race, income and type of non-public school chosen. Within these subgroups responses were compared to learn whether different groups perceived different problems.

All groups, except the parents of 5 and 6 year olds, tended to rate the importance of "low academic standards" similarly, when giving their most important reasons.

Ethnic background. There was no significant difference in the responses of racial groups on any of the items.

Year of transfer. The year of transfer seemed to make very little difference in the reasons given for transfer.

Income level. Income groups differed somewhat in their rating of a "desire for religious/moral values and training." This factor influenced more of those below the $20,000 income level than above.

Age, tvpe of school transferred to, and area of the city where the public school was located accounted for most difference in the reasons given for transfer of a child.

Type of non-public school. Respondents whose children transferred to religious schools tended to cite discipline and religious reasons. They were also more likely to express concerns about busing than other parents. Parents of children transferring to non-religious schools were more likely to give "lack of challenge and/or assistance in learning" than other parents. Table 21 shows the reasons given as most important by the types of schools to which parents transferred their children.

Age of student at transfer. The age of the child at the time of transfer seemed to have an influence on the reason for transfer also. For children at ages 5 and 6 "desire for religious/moral values and training" was most important. For ages 7, 8, and 12 through 16, "low standards" was mentioned most often. "Lack of challenge" tied with "low standards" at eight years. At age nine "lack of challenge" was the most frequently given reason while written-in reasons were most frequent for age ten transfers. "Behavior of other students" was the most common reason given for transfer at age 11. Table 22 displays the data on reasons for transfer by age of the child.

Attendance area of public school from which student transferred. When asked to give the most important reason for the transfer of their child, responses showed some variation according to the location of public school a student transferred from. Table 23 presents the reason for transfer given as most important by the parents in each attendance area of the city.

For five areas of the city, more parents gave "low standards" as their first reason for transferring a child to a non-public school than any other single reason; these areas were Franklin, Garfield, Hale, Lincoln, and Roosevelt. A "desire for religious/moral training" was primary for the largest group of Queen Anne and Ballard parents. Behavior of other students was the chief concern among Rainier Beach parents. The largest group of Ingraham parents wrote in reasons other than those listed on the questionnaire.

Comments Written by Parents

Comments that parents wrote highlighted some of the attitudes and concerns behind the coded responses on the questionnaire. Comments are treated here in four categories: 1) attractions to a sp. ial program in the non-public schools cited by parents; 2) reasons parents gave for transfer other than those listed in the questionnaire; 3) comments relating to the reasons for transfer listed on the questionnaire; and 4) general comments.

An appendix to this report containing respondents' comments is available for study in the Seattle Public Schools Research Office. These comments have been edited to protect the anonymity of the respondents.

Attraction to non-public school programs. Over 125 parents responded with comments relating to item "S" of the questionnaire: "Attraction to a special program not offered by the public schools (please specify:)." Only a small portion of the attractions mentioned by parents were actually special programs not offered by Seattle Public Schools. Eight mentioned the six year high school/college program of Matteo Ricci (Seattle Prep). Fourteen mentioned programs incorporating religious education, and two specifically mentioned the Accelerated Christian Education method. Nine said the attraction was to a program for children with a learning disability while five others said it was to a program for gifted children. Two mentioned Montessori programs and one The Little School program. One cited the Junior Admittance Program at Seattle University and another mentioned a parent cooperative which involved parents in the classroom.

Other attractive features in non-public schools cited by respondents. Eighty-two parents, however, mentioned factors other than a unique program. The main attractions that respondents listed were: smaller classes (10), more individual attention and concern for students (18), challenging academic programs (11), and strong basic education, structure, and accountability of students (15).

Five respondents specifically mentioned strong academic preparation for college; others seemed to imply this in such statements as "English and History required all four years" and "systematic teaching of foreign languages and science." Languages and music were the attractions to non-public schools, several stated.

Reasons for transfer written in by parents. More than 125 respondents wrote in reasons for transfer not listed by the questionnaire. Some of these were concrete expressions of the 19 possible reasons for transfer listed in the questionnaire; others were different kinds of reasons. The written-in reasons included:

Dissatisfaction with teachers		27
Concern that child's needs were not being met:		22
Challenge or program for gifted	7	
Treatment as an individual person	4	
Assistance with learning problems	4	
Various	7	
Teachers' strike		10
Concern that child was not receiving adequate education		5

Dissatisfaction with Seattle School District policies and administration		6
Dissatisfaction with principals		5
Dissatisfaction with particular programs, structures		10
Length of school day	2	
Divided day	1	
Open concept	3	
Middle school or junior high school	4	
Dissatisfaction with discipline, supervision		5
Concern about instability of programs, staff, etc.		5
Dissatisfaction with school atmosphere, student-teacher interaction		4
Size of classes; teacher-student ratio		4
Miscellaneous		

Forty-eight parents wrote in their most important reasons for transfer. Among these reasons were the teachers' strike (5), and dissatisfaction with teachers (4). Four comments expressed the concern that the child was not receiving an adequate education: "lack of basics," "could see no learning patterns," "lack of teaching," "basic education" and "my son was offered only one semester in eighth grade math."

Some reasons were related to the school atmosphere, e.g., "little rapport between teachers and students in the school...," "Eckstein's physical plant is inhumane and demoralizing," and "felt the atmosphere at Lincoln was not conducive to her scholastic improvement."

Four reasons concerned personal needs or circumstances of the individual students.

When all written-in reasons for transfer (not just those marked as most important) were combined, dissatisfaction with teachers was the most frequently given reason (27). Statements of these reasons varied from "dismissed better qualified teachers" and "teacher poor--product of riffing--no experience at grade level...," to "teachers' poor attitudes toward children as people," and "teachers at Hamilton were unconcerned whether the child learned anything or not."

Twenty-two comments expressed the feeling that the child's particular needs were not being met. "Student had special learning needs that could only be met in an intense teaching or tutoring situation." "Child unable to read, spell or do math." "I feel strongly children are not dealt with on an individual basis enough. They are passed over as a group and their needs are not met with adequately."

Ten parents wrote that the teachers' strike was a catalyst in their decision to transfer their child to a non-public school. Others mentioned "concerns about middle school program," "looking towards junior high school and bad reputation Madison has" and "short school day at all levels..." Another respondent cited "broken promises from Seattle Public Schools about what they would do 'some day' for advantaged students."

Comments on nineteen possible reasons for transfer. A large number of parental comments (147) related to the nineteen reasons for transfer posed in the questionnaire. The majority of these comments specified concerns about discipline, low academic standards, lack of challenge and lack of assistance in learning, as well as dissatisfaction with curriculum and methods. A number expressed concern about a lack of regard for traditional values in the public schools and stressed their desire for a Christian perspective. Some detailed the effect of the 1975 levy failure on their decision.

General comments. Subject matter here ranges over most of the topics previously mentioned and includes other areas as well.

The following list summarizes the types of open-ended comments made by parents.

Summaries or amplifications of reasons for transfers
Statements on teacher quality and riffing policy
Contrasts of public and non-public schools
Description of effect of transfer on child
Statement of preference for, or support of, public education
Statement of satisfaction with a specific school or teacher
Statements of lack of support, loss of faith in public schools, anger at the necessity for the transfer
Analysis of, solutions for the problems perceived
References to financial inconvenience caused
Reactions to being asked about transfer
References to racial issues
References to future plans for children's education
References to arrangements for other children in the family
Reactions to questions on income and race

In terms of numbers of comments, an important topic was what some referred to as "poor teacher quality." More than 25 respondents expressed concern in their open-ended comments about teachers: their morale, competence, attitudes toward children and teaching, control of students, and moral example. Eleven of those objected to retaining teachers on the basis of seniority. Several parents commented favorably on a particular teacher and a few on a particular staff.

Many parents described the effect of the transfer on their child. In all but two cases, they spoke of positive changes in the level of learning and in attitudes of the child. Many also compared the two schools the child attended, or public schools and non-public schools. A number of parents stated that they discovered a learning problem or inadequacies in their child's education after the child transferred.

There were about ten comments relating to race. Some White parents felt reverse discrimination was being practiced in schools. Others stated they were disillusioned by their children's contact with Black children. A few Black parents expressed problems such as lack of support for Black students.

In the open-ended comments more than twenty parents wrote that the needs of their children were not being met in Seattle Public Schools. Most of these children were considered either to be gifted or above average, or to have special learning problems.

About ten comments were critical of Seattle School District administration. Two respondents expressed the conviction that the administrative staff is too large.

Many respondents made statements indicating their preference to have their children in public schools. Some expressed their anger and frustration that they could not leave their child in public schools and have them receive a good education. A smaller number expressed satisfaction with their child's public school education or teachers, but stated they were attracted to a non-public school for the next level of their child's education. A few of these said religious education was the attraction; others were less specific.

Several parents made reference to the financial strain caused by placing children in non-public schools. Some expressed anger over it. Parents' comments indicated that some of the transfers were for reasons related to specific needs of an individual child, or were for the time a child was at a particular educational level such as middle school or junior high school. Other parents stated that they were finished with public schools, and had, or would, transfer all their children permanently.

Finally, almost twenty parents stated objection to giving information about their income, some saying that it had no relevance to the subject. More than ten commented on the survey, most expressing thanks for being asked about the reasons for transferring their child, others suggesting it was overdue.

SUMMARY OF FINDINGS AND CONCLUSIONS

The present study aimed to answer two major questions:

1. Has there been an increasing trend of Seattle students enrolling in non-public schools?

2. What reasons do parents give for their decision to transfer their children from Seattle Public Schools?

No Conclusions Can be Drawn About Net Out-Migration to Non-Public Schools

Seattle Public School records do not show an increased trend toward out-migration to non-public schools. However, the numbers of reported transfers increased substantially in the 1974-75 school year, and to a lesser degree, in the 1972-73 school year. The rate of transfers to non-public schools for the whole District averages about 2.5% of total District enrollment each year.

Lack of data on in-migration of students to Seattle Public Schools prevents drawing any conclusions about net loss of students to non-public schools. (See Table 6.)

Apparent Shift in Total Non-Public School Enrollments from Yearly Decline to Small Increases

However, while Seattle School District enrollment has been steadily dropping, non-public school enrollment has recently reversed its downward trend and has experienced increases in total population for the last two school years. This change reflects the change in Catholic school enrollment in the last few years.

The trend in Seattle non-public school enrollment parallels the national trend. Non-public school attendance has been increasing slightly in the nation as a whole, particularly in independent schools and some Christian schools.[6] Nationally, Catholic schools lost almost 40% of their enrollment in the last decade, but three years ago their rate of the decline began decreasing. In the 1975-76 school year, at the elementary level, the national decrease was 1.7% from the previous year.[7]

Reported Transfer Rates Greatest from Garfield and Roosevelt Area Schools

The proportions of reported transfers from schools in the Garfield and Roosevelt attendance areas have been higher than in other areas of the city. Recently, transfers from Garfield area schools have increased while those in the Roosevelt area appear to be declining somewhat. (See Table 7.)

Rate of Reported Transfers by White Students Higher than Percentages of White Students in Seattle Public Schools

The percentage of reported transfers by White students has been higher than the percentages of White students enrolled in Seattle Public Schools between 1970 and 1976. However, in recent years the percentages of reported transfers by various racial groups have come closer to the percentages of these groups enrolled in Seattle Public Schools due to a growing rate of transfers by minority students.

Reasons for Transfer Given by About Half of the Parents Surveyed Expressed Dissatisfaction with the Education Being Given in Seattle Public Schools

The survey of parents revealed that reasons expressing dissatisfaction with Seattle Public Schools were the explanations for a child's transfer by about half of the parents. A smaller number indicated that their decision expressed a preference for non-public education, for religious training, or for a program not being offered in Seattle Public Schools; reasons given by some others were behavior of other students, concern about child's safety between home and school, and a child having bad experiences with other children in the school. A small percent gave concern about busing as the reason for their decision. None of the respondents stated that they transferred a child who was slated for mandatory busing to a middle school.

The largest grouping of parents in the survey had children who transferred from Garfield area schools. The pattern of responses from these parents did not differ sufficiently from those of other parents to present a clear explanation for the high rate of transfer from the Garfield area. (See Table 23.)

Problems in Seattle Public Schools Perceived by Survey Respondents

A number of problems were perceived by respondents to exist in Seattle Public Schools. Groups of parents within the survey group seemed to be saying that:

1. Many forces outside the classrooms have had a detrimental effect on the opportunity for a good education: the levy system, the teachers' strike, administrative policies, integration attempts, the retention of teachers on the basis of seniority, and the Federal government.

2. Seattle Public Schools were not providing their children with the kind of education they desired for them. Low academic standards and failure to provide for mastery of basic skills were cited as problems.

3. Schools lack the discipline and supervision needed for a good learning environment, parental comments indicated.

4. Schools no longer provide moral training and fail to require appropriate standards of behavior from students, some parents felt.

5. The needs of children who learn more quickly than most or who have special learning problems are not being met. Parents who described their children as gifted or above average talked of the boredom or wasted potential of these children in Seattle Public Schools classes.

   Another group described the failure of their children to learn because their needs for special assistance were overlooked. Some of these stated that their child's problem was not identified; others said sufficient help was not available for their child.

6. Teachers do not convey an image of professional competence and dedication according to some parents responding to the survey.

RECOMMENDATIONS

1. In order to keep account of the net effect of in- and out-migration of students from the Seattle Public Schools, data should be kept on the origin of students transferring into Seattle Public Schools. This could be achieved by establishing a code for new registrations similar to the Release Reason code used for student files.

2. Half of the parents responding to this study expressed dissatisfaction with the schools as an important reason for withdrawing their children from Seattle Public Schools. It would be important to learn whether the general population of Seattle parents shared that dissatisfaction. To this end, a study should be undertaken to identify problems perceived by parents generally, and to determine the level of parental satisfaction with the manner in which schools respond to these problems.

3. Both Seattle School District Administration and the Seattle Teachers' Association should examine the claim of some parents responding to the survey that the quality of Seattle Public School teaching has declined.

In the past decade, many forces have impinged on the educational process in Seattle Public Schools as in other urban school districts in the nation. For some parents the results have been so adverse that they have taken their children out of the public schools in Seattle and placed them in non-public schools.

As it undertakes the major task of desegregating schools, the Seattle School District has the opportunity to renew its efforts at making quality educational opportunities in all schools integral to its desegregation planning. The present situation of the District affords the chance to mark a turning point in its recent history by assuming the challenge of assuring parents that any child in Seattle has the opportunity for a good education.

NOTES

[1]Research and Evaluation Division, City of Seattle, Population Trends by Age and Sex, City of Seattle, 1960-1975.

[2]In the late 1950's there were over 12,000 births per year in Seattle; ten years later births were about 3,000 less per year. Between 1972 and 1976 the birth level was around 5,500 per year. George Shepherd, Demographic and Socio-economic Profiles of the Seattle School District, Seattle Public Schools, Seattle, Washington, 1976.
The Schools and Neighborhoods Research Study, funded by the National Institute of Education, is currently researching the rate of out-migration of families with school-age children from Seattle during the 1970-1976 period.

[3]For the survey described in this report, the schools to which students had transferred were classified by location within Seattle city limits or outside Seattle. See Table 15 for the results.

[4]Jack Trowbridge of the Educational Service District 121 has been studying student migration patterns in King County for the past several years. Based on records kept by some public school districts in the county, he estimated that the net out-migration to non-public schools from the Seattle Public Schools to be 151 students between July 1, 1975 and June 30, 1976.

[5]The weighting formula assigned first reasons three points, second reasons two points and third reasons one point.

[6]Encyclopedia of Education Yearbook, 1974-75.

[7]Education U.S.A., April, 1977, p. 252.

APPENDIX A

SURVEY INSTRUMENTS

SEATTLE PUBLIC SCHOOLS
ADMINISTRATIVE AND SERVICE CENTER • 815 Fourth Avenue North • Seattle, Washington 98109

April 27, 1977

Dear Parents:

Concern has been expressed that there is an increasing trend among Seattle parents to transfer their children to non-public schools. If problems in the schools are among the reasons why students transfer out of Seattle Public Schools, we want to identify these problems.

Knowing you have given a great deal of thought to your decision, we are seeking your assistance. Enclosed is a questionnaire asking about the transfer of your child to a non-public school. Your response to this questionnaire will put us more closely in touch with the concerns of parents for their children's education. Your response will be anonymous.

If you have more than one child who has transferred to a non-public school, please answer the questions in terms of the child whose name appears on the envelope.

We would appreciate your mailing the completed questionnaire to us by May 14. A postage-paid return envelope is enclosed for your convenience. Thank you in advance for taking the time to complete the questionnaire.

Sincerely,

H. Reasby

Hal Reasby
Associate Superintendent

me
Enclosure

SEATTLE PUBLIC SCHOOLS

SURVEY OF PARENTS WITH CHILDREN TRANSFERRING TO NON-PUBLIC SCHOOLS

We are interested in understanding why parents transfer their children from Seattle Public Schools to non-public schools (private/parochial). According to Seattle Public Schools' records, your child terminated attendance sometime between July 1, 1975 - April 15, 1977 for "enrollment in private/parochial school."

Please assist us by answering the questions below and adding your comments.

Directions: If you have more than one child who transferred to a non-public school, please answer the questions as they apply to the child whose name appears on the envelope. If your child has transferred to a non-public school more than once, answer the questions as they apply to the most recent transfer.

Enter the number of your answer in the space in the right-hand column. For questions 3 and 4, simply write the school name on the line provided.

1. Did your child actually transfer to a non-public school?
   1) Yes
   2) No
   1. _____ 1

   (if you checked "no," please do not complete the questionnaire. Simply return this form in the envelope provided.)

2. What was the age of your child when this transfer occurred?
   2. _____ 2-3

3. Which public school did your child attend at the time of the transfer?
   3. _____ 4-6

4. What school did your child transfer into after leaving the public school?
   4. _____ 7-9

5. What school is your child currently attending?
   1) the school mentioned in question 4
   2) another non-public school
   3) a Seattle Public School
   4) a public school outside Seattle
   5) not attending school
   5. _____ 10

6. When did your child begin attending the non-public school?

1) 1974-75 school year
2) 1975-76 school year
3) 1976-77 school year

6. _____ 11

7. What factors were influential in your decision to withdraw your child from Seattle Public Schools?

Using the following code, show how influential each of the reasons below was in your decision. (Please feel free to write in comments.)

1 = Very influential
2 = Somewhat influential
3 = Not influential

A. Cutbacks in the school program after 1975 levy failure — A. _____ 12

B. Low academic standards in the school — B. _____ 13

C. Lack of discipline in the school — C. _____ 14

D. Child having bad experiences with teacher(s) — D. _____ 15

E. School personnel not listening to our concerns — E. _____ 16

F. Teachers not providing child with enough challenge and/or assistance in learning — F. _____ 17

G. Concern that child would be bused to a school outside our neighborhood — G. _____ 18

H. Teachers prejudiced against minority students — H. _____ 19

I. Too many minorities in the school — I. _____ 20

J. Child having bad experiences with other students in the school — J. _____ 21

K. Other parents transferring their children to non-public schools — K. _____ 22

L. Concern for child's safety between home and school — L. _____ 23

M. Unsafe conditions in the school — M. _____ 24

N. Attraction to a special teaching method not offered in public school (e.g., Montessori) N. ____ 25

O. Long-standing preference for private or parochial education O. ____ 26

P. Desire for religious/moral values and training P. ____ 27

Q. Behavior of students in the school (e.g., fighting, bad language, use of drugs, etc.) Q. ____ 28

R. Dissatisfaction with curriculum and teaching methods R. ____ 29

S. Attraction to a special program not offered by the public schools S. ____ 30

(please specify:) _____

_____

T. Other: _____ T. ____ 31

_____

U. Other: _____ U. ____ 32

_____

V. Other: _____ V. ____ 33

_____

8. Please enter the three letters that correspond to the most important reasons for transferring your child to a non-public school. List in order of importance. PLEASE PRINT LEGIBLY.

Most important 8. ____ 34

2nd 8. ____ 35

3rd 8. ____ 36

Example: If "Behavior of students in the school" was the primary reason for your child transferring, then enter "Q" in the right hand column next to "Most important."

9. What is the ethnic background of your child?

1) American Indian/ Alaskan Native
2) Asian
3) Black
4) Hispanic
5) White

9. _____ 37

10. What was the total annual income of your household, before taxes, last year?

1) $ 0 - $ 4,000
2) $ 5,000 - $ 9,999
3) $ 10,000 - $ 14,999
4) $ 15,000 - $ 19,999
5) $ 20,000 - $ 24,999
6) $ 25,000 - $ 49,999
7) $ 50,000 or more
8) Don't know

10. _____ 38

Comments: _____

Thank you for completing this questionnaire. Please return it in the enclosed envelope. No postage is required.

APPENDIX B

SEATTLE NON-PUBLIC SCHOOLS

MINORITY ENROLLMENT SUMMARY

1976

SEATTLE NON-PUBLIC SCHOOLS
MINORITY ENROLLMENT SUMMARY*
October 1976

	Total School Enrollment	Black		Asian		American Indian		Hispanic	
		Total	Percent	Total	Percent	Total	Percent	Total	Percent
Assumption School	362	8	2.2	6	1.7	1	.3	6	1.7
Blanchet High School	1,364	7	.5	11	.8	2	.1	10	.7
Blessed Sacrament School	140	7	5.0	7	5.0				
Christ the King School	228	1	.4	6	2.6	4	1.8	7	3.1
Concordia Lutheran School	208	16	7.7	6	2.9			2	1.0
Epiphany School	127	22	17.3						
Green Lake Christian School	66	1	1.5	4	6.1	7	10.6	4	6.1
The Bush School	485	15	3.1	24	4.9	1	.2		
Holy Family School	178	1	.6	7	3.9	1	.6	4	2.2
Holy Names Academy	486	25	5.1	23	4.7	8	1.6	9	1.9
Holy Rosary Elementary School	274	2	.7	4	1.5			5	1.8
Hope Lutheran School	234	1	.4					3	1.3
Immaculate High School at Cathedral	123	51	41.5	23	18.7	1	.8		
Lakeside Schools									
O'Dea High School	441	49	11.1	30	6.8	9	2.0	8	1.8
Our Lady of Fatima School	243	2	.8	12	4.9			4	1.6
Our Lady of Guadalupe School	224	6	2.7	11	4.9	13	5.8	21	9.4
Our Lady of Mt. Virgin School	92	77	83.7	2	2.2	1	1.1		
Our Lady of the Lake School	240	3	1.3	4	1.7			4	1.7
Phinney Ridge Lutheran School									
Sacred Heart Villa Academy	206	1	.5	4	1.9			5	2.4
Seattle Hebrew Academy	203								
Matteo Ricci College	558	35	6.3	26	4.7	3	.5	7	1.3
St. Alphonsus School	205	1	.5	10	4.9	2	1.0	7	3.4
St. Anne School	213			3	1.4			5	2.3
St. Benedict School	247	2	.8	15	6.1	5	2.0	15	6.1
St. Catherine's School	247	4	1.6	7	2.8	2	.8	8	3.2
St. Edward School	384	107	27.9	69	18.0	6	1.6	7	1.8
St. George School	271	50	18.5	71	26.2	3	1.1	8	3.0
St. John School	253	3	1.2	14	5.5	2	.8	2	.8
St. Joseph School	523	63	12.0	32	6.1	12	2.3	8	1.5
St. Mary Immaculate School	195	143	73.3	31	15.9	11	5.6	1	.5
St. Mathew's School	219	3	1.4	8	3.7			2	.9
St. Paul's Parochial School	258	22	8.5	33	12.8	3	1.2	19	7.4
St. Therese School	188	142	75.5	6	3.2			2	1.1
Seattle Country Day School	117	4	3.4	8	6.8			1	.9
Seattle Sequin School, Inc.	29			1	3.4				
Northgate Christian School	301	5	1.7	15	5.0	1	.3	4	1.3
New School for Children	15								
Northwest Montessori School	250	13	5.2	26	10.4			5	2.0
The Love Family School									
Seattle Regular Baptist Schools	95			2	2.1				
The Epoch School									
Univerrity Preparatory School	67			3	4.5				
Rainier Valley Christian School	58	40	69.0	1	1.7	2	3.4		
Seattle Learning Center	9					1	11.1		
The Perkins School									
Small Changes School									
Seattle Seed Center									
Totals	10,626*	932	8.8	565	5.3	101	1.0	193	1.8

*Data missing for seven schools.

Source: Superintendent of Public Instruction, Report 1345B, Minority Enrollment Summary, Olympia, Washington, 1976.

APPENDIX C

SEATTLE PUBLIC SCHOOLS FROM WHICH STUDENTS DESCRIBED BY SURVEY TRANSFERRED

NON-PUBLIC SCHOOLS TO WHICH STUDENTS DESCRIBED BY SURVEY TRANSFERRED

PUBLIC SCHOOLS FROM WHICH CHILDREN OF
RESPONDENTS TRANSFERRED

	n	%
Ballard	3	0.7
Cleveland	2	0.4
Franklin	1	0.2
Garfield	9	2.0
Lincoln	2	0.4
Queen Anne	3	0.7
Roosevelt	10	2.2
Sealth	2	0.4
West Seattle	11	2.4
Ingraham	3	0.7
Rainier Beach	2	0.4
Hale	2	0.4
Blaine	6	1.3
Denny	5	1.1
Eickstein	20	4.4
Hamilton	5	1.1
Addams	7	1.6
Madison	7	1.6
Meany	36	8.0
Mercer	6	1.3
Monroe	3	0.7
Sharples	6	1.3
Wilson	2	0.4
Whitman	9	2.0
Thomson	5	1.1
McClure	4	0.9
South Shore	9	2.0
Adams	3	0.7
Alki	3	0.7

PUBLIC SCHOOLS FROM WHICH CHILDREN OF RESPONDENTS TRANSFERRED--Continued

	n	%
Arbor Heights	2	0.4
Bagley	5	1.1
Briarcliff	6	1.3
Broadview	10	2.2
Bryant	7	1.6
Cedar Park	4	0.9
Coe	6	1.3
Columbia	1	0.2
Concord	3	0.7
Cooper	2	0.4
Crown Hill	1	0.2
Dunlap	2	0.4
Graham Hill	2	0.4
Emerson	2	0.4
Fairview	1	0.2
Fauntleroy	1	0.2
Gatewood	1	0.2
Gatzert	2	0.4
Genesee Hill	1	0.2
Greenlake	1	0.2
Greenwood	4	0.9
Haller Lake	8	1.8
King	3	0.7
Hawthorne	1	0.2
Hay	4	0.9
Highland Park	2	0.4
Hughes	5	1.1
Jefferson	4	0.9
Lafayette	4	0.9
Lake City	4	0.9
Laurelhurst	16	3.6
Lawton	3	0.7
Lowell	4	0.9
McDonald	1	0.2
McGilvra	13	2.9
Madrona	17	3.8

PUBLIC SCHOOLS FROM WHICH CHILDREN OF RESPONDENTS TRANSFERRED--Continued

	n	%
Magnolia	8	1.8
Dearborn Park	3	0.7
Maple	1	0.2
Maple Leaf	4	0.9
Minor	1	0.2
Montlake	4	0.9
Muir	3	0.7
Northgate	3	0.7
North Queen Anne	1	0.2
North Beach	6	1.3
Oak Lake	1	0.2
Olympic Hills	8	1.8
Olympic View	2	0.4
Pinehurst	1	0.2
Ravenna	5	1.1
Rogers	4	0.9
Roxhill	2	0.4
Sand Point	5	1.1
Schmitz Park	2	0.4
Seward	3	0.7
Stevens	1	0.2
Sanislo	2	0.4
University Heights	1	0.2
Van Asselt	2	0.4
Viewlands	1	0.2
View Ridge	2	0.4
Webster	1	0.2
Wedgwood	1	0.2
West Queen Anne	3	0.7
West Woodland	4	0.9
Whittier	4	0.9
Allen	5	1.1
Decatur	3	0.7
Alternative Elementary School #3	1	0.2
Garfield Open Area	1	0.2
Unidentified	12	2.6
TOTAL	450	100.0

NON-PUBLIC SCHOOLS TO WHICH CHILDREN OF RESPONDENTS TRANSFERRED

	n	%
Amazing Grace	7	1.6
Assumption	16	3.6
Bellevue Christian	1	0.2
Blanchet High	10	2.2
Blessed Sacrament	2	0.4
Bush School	22	4.9
Christ the King	10	2.2
Concordia Lutheran	19	4.2
Epiphany	7	1.6
Evergreen	3	0.7
Forest Ridge	2	0.4
Green Lake Christian	5	1.1
Holy Family	6	1.3
Holy Names	6	1.3
Holy Rosary	8	1.8
Hope Lutheran	12	2.7
Ichthus Community	2	0.4
Immaculate High	4	0.9
Kalm Brae	2	0.4
Kennedy High	21	4.7
Kings Garden Elementary	15	3.3
Kings Garden High	6	1.3
Kings Temple Christian	4	0.9
Lakeside Schools	41	9.1
Little School	4	0.9
Montlake Christian	6	1.3
New Life Christian	1	0.2
Northgate Christian	9	2.0
Northwest Montessori	2	0.4
O'Dea High	4	0.9
Our Lady of Fatima	12	2.7

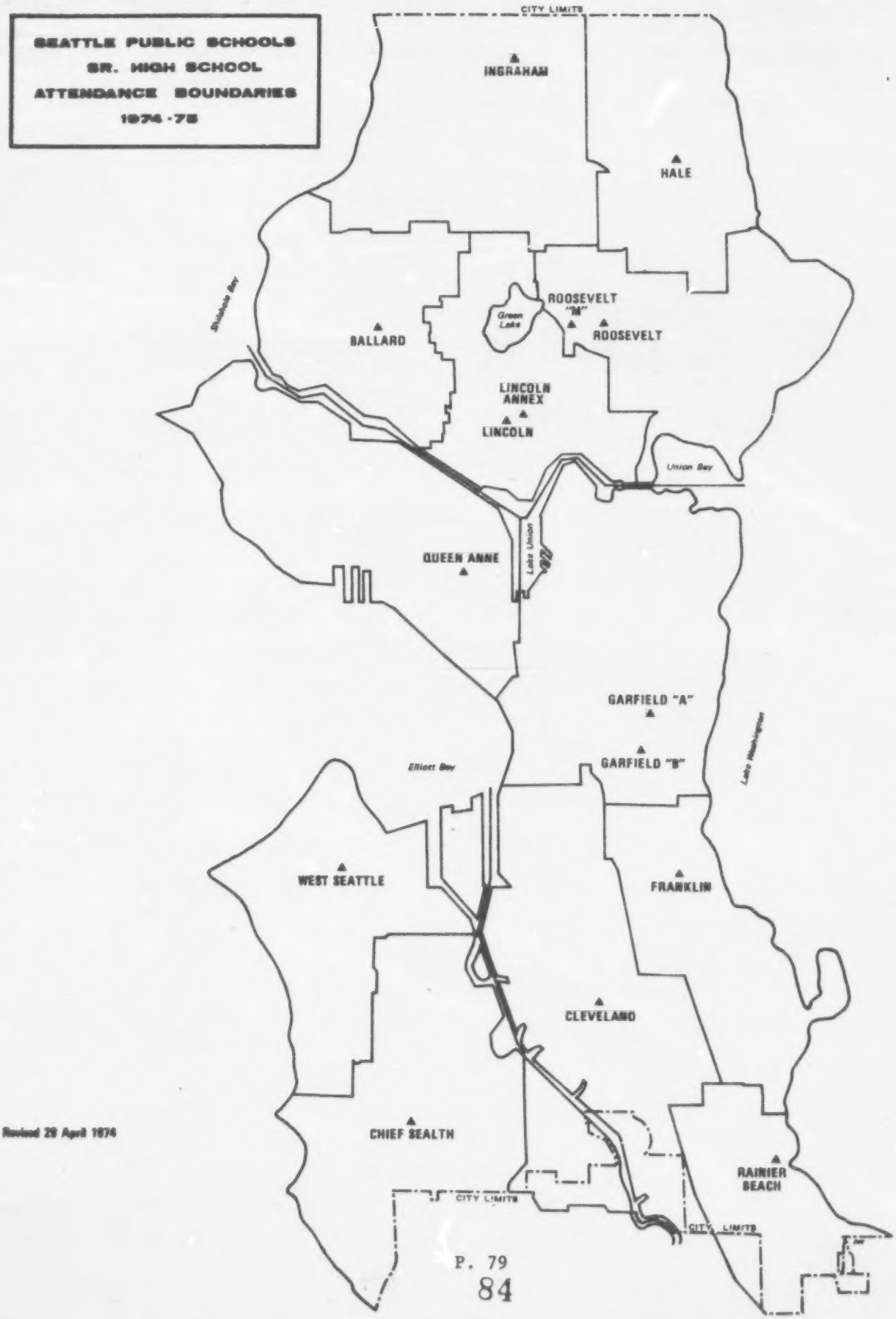
NON-PUBLIC SCHOOLS TO WHICH CHILDREN OF RESPONDENTS TRANSFERRED--Continued

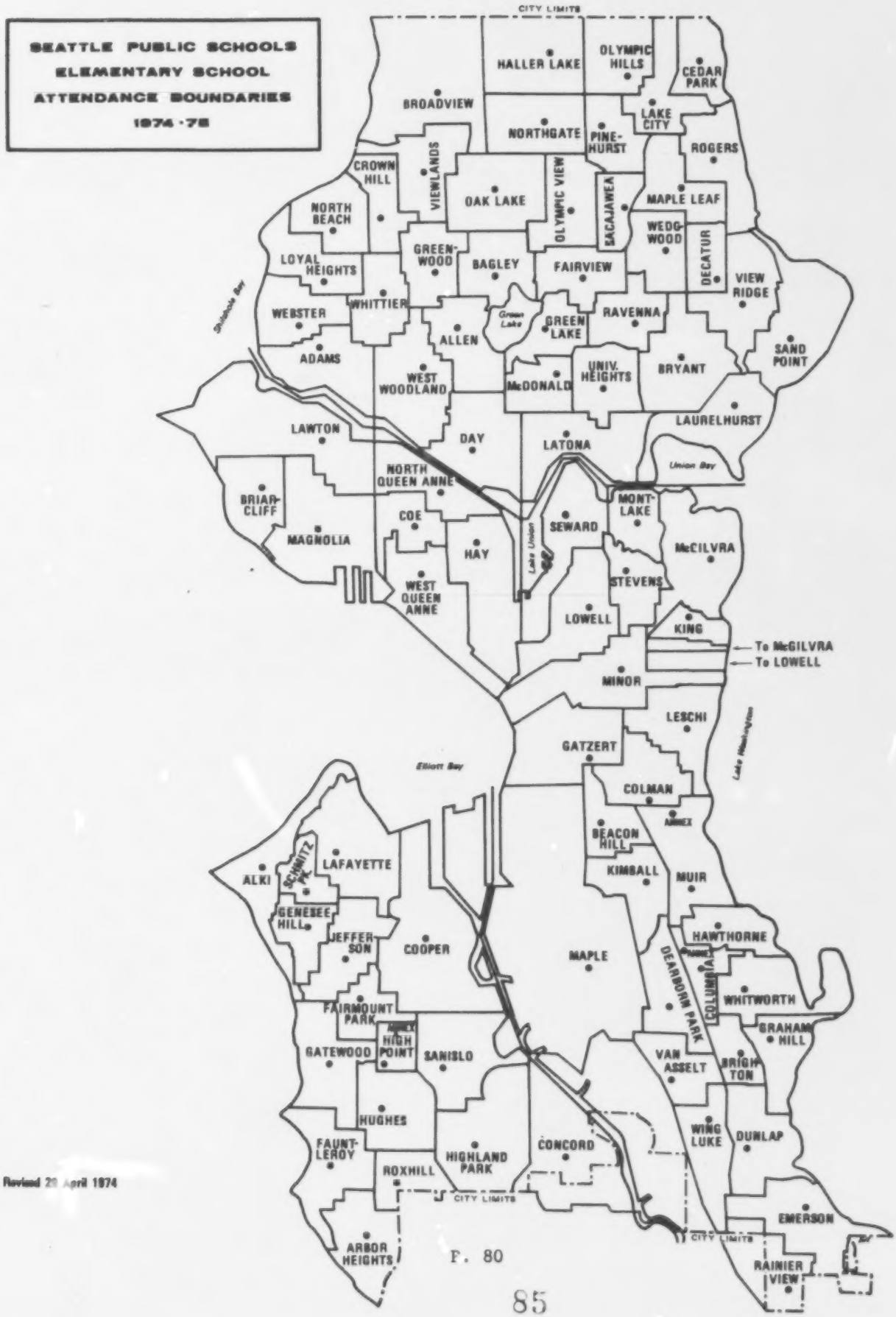
	n	%
Our Lady of Guadalupe	2	0.4
Our Lady of Lourdes	3	0.7
Mt. Virgin	1	0.2
Our Lady of the Lake	3	0.7
Overlake School	4	0.9
Rainier Valley Christian	1	0.2
Matteo Ricci	16	3.6
Sacred Heart	19	4.2
St. Alphonsus	2	0.4
St. Anne	9	2.0
St. Benedict	4	0.9
St. Catherine	1	0.2
St. Edward	2	0.4
St. George	2	0.4
St. John	11	2.4
St. Joseph	5	1.1
St. Mark	1	0.2
St. Mary Immaculate	1	0.2
St. Matthew	10	2.2
St. Paul	2	0.4
St. Therese	1	0.2
St. Thomas Day	1	0.2
Seattle Christian	1	0.2
Seattle Country Day School	8	1.8
Seattle Learning Center	1	0.2
Seattle Regular Baptist	3	0.7
Sequin School	1	0.2
Stanford School	1	0.2
University Prep Academy	21	4.7
Watson-Groen	4	0.9
Christian School	1	0.2
Catholic School	2	0.4
Early Placement	4	0.9
Other	33	7.3
	450	100.0

APPENDIX D

MAPS SHOWING BOUNDARIES OF SEATTLE PUBLIC SCHOOLS

SEATTLE PUBLIC SCHOOLS
JR. HIGH/MIDDLE SCHOOL
ATTENDANCE BOUNDARIES
1974-75
CITY LIMITS
THOMSON
ADDAMS
WILSON MIDDLE
WHITMAN
Shilshole Bay
Green Lake
ECKSTEIN MIDDLE
MONROE
HAMILTON MIDDLE
Union Bay
BLAINE
McCLURE
Lake Union
MEANY/MADRONA "A" MIDDLE
MEANY/MADRONA "B" MIDDLE
Elliott Bay
Lake Washington
MADISON
MERCER
BOREN
SHARPLES
DENNY
SOUTH SHORE MIDDLE
CITY LIMITS
CITY LIMITS
Revised 29 April 1974


SEATTLE PUBLIC SCHOOLS
SR. HIGH SCHOOL
ATTENDANCE BOUNDARIES
1974-75
CITY LIMITS
INGRAHAM
HALE
ROOSEVELT "M"
ROOSEVELT
Green Lake
BALLARD
Shilshole Bay
LINCOLN ANNEX
LINCOLN
Union Bay
Lake Union
QUEEN ANNE
GARFIELD "A"
GARFIELD "B"
Elliott Bay
Lake Washington
WEST SEATTLE
FRANKLIN
CLEVELAND
CHIEF SEALTH
RAINIER BEACH
CITY LIMITS
CITY LIMITS
Revised 29 April 1974



Revised 29 April 1974